

The WESTERN SCHOOL JOURNAL

— INCORPORATING —

A Bulletin of the Department of Education for Manitoba
A Bulletin of the Manitoba Educational Association

A COLONIAL SONG

When toils are ended and the task complete
The dream is still at dawn. The star of hope
Fades from the sky, but up the patient slope
Of strenuous deed, new suns the shadows meet.

This is the land our faith so often saw,
And this the hour that all the past fulfils;
Shall we not look beyond the trackless hills
To newer fields of harmony and law?

The dream come true is but one pale blue star
In life's unmeasured deeps. The victory won,
The joy of goals achieved, of tasks well done,
Is lost forever, if we see afar
No worthier goal, no higher, clearer light
Beyond the shadows of the deepest night.

Albert Durrant Watson.

CANADA'S BIRTHDAY

Worthy 60 Days Celebration

BUILDING LIVING MONUMENTS

IN THE SCHOOL ROOM USE:—

British Empire Map of the World. The Empire Family. C.R.	\$10.95
Dominion of Canada Map. Sisterhood of Provinces made possible by prophetic vision and co-operative spirit of Confederation Fathers. C.R.	10.95
Fathers of Confederation, sepia framed, size 26½ x 18½ inches	5.00

ON THE PLAYGROUND USE:—

Moyer's Playground Equipment. We can supply everything from Giant Stride to a Soft Ball set. **Ask for Prices**



A New Steel Flag Pole Will Honor the Flag and the Day.

15 ft. for roof	\$16.00
20 ft. for ground	22.00
30 ft. for ground	37.50

Union Jack Flags

6 ft. long	\$3.25
7½ ft. long	4.75
9 ft. long	5.75

Small—2 in. x 3 in. per doz. \$0.35

Dominion Ensign (New)

6 ft. long	\$4.35
7½ ft. long	5.75
9 ft. long	8.00

3 Color Bunting 28 in. Red, White and Blue, per yard.....	\$0.35
Single Color Cheese Cloth 25 in. Red, White or Blue, per yard08

OUR NEW 1927 CATALOGUE IS NOW READY FOR DISTRIBUTION

E. N. MOYER COMPANY, Limited

“Canada's School Furnishers”
Since 1884

110-120 PRINCESS ST., WINNIPEG
TORONTO SASKATOON EDMONTON

875-
JA

Now Ready - - For Canada's Diamond Jubilee

The Canadian Flag Day Book

By W. Everard Edmonds, M.A., Head of the Dept. of History,
Strathcona High School, Edmonton, Alta.

Two Flag Days have been chosen in each month, and for each in addition to the essay or, "Teacher's Talk," it includes:

- a. 100 Patriotic Pieces.
70 Poetical Selections.
30 Prose Extracts.
Suitable for Readings, Recitations, Choruses, etc.
- b. Patriotic Programmes.
- c. Tableaux from Canadian History.
- d. History of the Flag.
- e. Instruction on Flag-flying, etc.

The observance of these Anniversaries should in no wise develop in our young people a militaristic spirit, but teach them that bravery may be shown each day on life's battle field; that kindness to the weak is the duty of the strong, that true patriotism is based on a recognition of justice for all humanity.

Cloth 75 cents.

English for New Canadians

By George Elmore Reaman, M.A., P. Paed., Ph. D. Supt. Boys'
Training School, Bowmanville, Ont.

This book has been specially prepared with the intention of helping new comers from non-English speaking countries in their efforts to learn the English Language. Teachers in School Districts which are mainly comprised of New Canadians will find this manual exceptionally helpful.

Illus. Cloth \$1.00.

NOTE TO TEACHERS

For Holiday Reading

For the Teacher who demands something more than the sentimental love-story, there is a new novel:

To Meet Mr. Stanley, "A Schoolma'm's Portrait"

The author, Dorothy Johnson, has given us a novel of school life, a little out of the ordinary. . . . its setting, its theme and its very human, rather pathetically wistful heroine who falls in love with one of the young Masters, are none of them commonplace.

Cloth \$2.00 Postpaid.



Longmans, Green & Company

210 Victoria Street

TORONTO 2

ONTARIO

CANADIAN NATIONAL EXCURSIONS

EASTERN CANADA

ALL RAIL OR LAKE AND RAIL

TICKETS ON SALE
MAY 15th
to
SEPT. 30th

PACIFIC COAST

THE TRIANGLE TOUR - ALASKA

GOOD TO RETURN
UP TO
OCTOBER 31st
1927

JASPER NATIONAL PARK

— MT. ROBSON PARK —

DURING JULY
PERSONALLY CONDUCTED
TOURS
TO
GREAT BRITAIN
and the
CONTINENT
ALSO TO
THE PACIFIC COAST

*Please call and get full details from
any agent*



— Or Write —

W. J. QUINLAN,
District Passenger Agent,
Winnipeg, Man.

SEE CANADA IN CANADA'S DIAMOND JUBILEE YEAR, 1867-1927

Kindly mention the Western School Journal when writing to Advertisers

Buy Your FUR COAT NOW at Summer Prices On Our Budget Buying Plan

10% of purchase price at time of selection, 50% by the time you take delivery, balance arranged on convenient terms.

No Interest. No Storage Charges.

A Double Saving in Cost - A Convenient Way to Buy!

NOT only will you secure a worthwhile discount for out-of-season buying, but all our present stock of fur coats, fashioned in the styles for 1927-28 have been made up from skins bought before the big price advances on raw furs. Garments made from later bought skins will cost considerably more.

Choose Your Fur Coat Now, and have it all in readiness for wear next season. Furs sent on approval to out-of-town customers. We pay express charges both ways. No obligation. Write to our Mail Order Department for full particulars.

HOLT, RENFREW & Co. LTD.

WINNIPEG, MANITOBA.

Fur Storage.

Fur Repairs.

UNIVERSITY OF MANITOBA

Winnipeg

OFFERS, AMONG OTHERS, THE FOLLOWING COURSES:

Through its FACULTY OF ARTS AND SCIENCE courses leading to the degrees of B.A. and M.A.; and B.Sc., including B.Sc. (Phar.), and M.Sc.

Through its FACULTY OF ENGINEERING AND ARCHITECTURE courses leading to the degrees of B.Sc. (C.E.), B.Sc. (E.E.), M.Sc. and B.Arch.

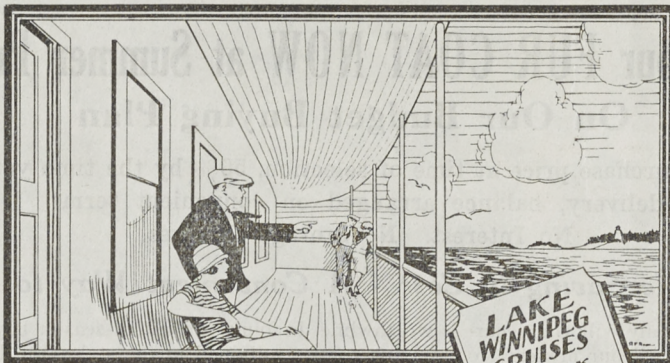
Through its FACULTY OF MEDICINE courses leading to the degrees of M.D. and C.M.

Through its Faculty of AGRICULTURE AND HOME ECONOMICS courses leading to the degrees of B.S.A. and B.Sc. (H.E.).

Through MANITOBA LAW SCHOOL, an affiliated institution, a course leading to the degree of LL.B.

FOR TERMS OF ADMISSION, DETAILS OF COURSES
AND OTHER INFORMATION, APPLY TO

W. J. Spence, Registrar, University of Manitoba, Winnipeg



6 Joyful Days' Cruise on Lake Winnipeg

\$35³⁵

A NEW and different vacation away from the beaten paths of travel. Restful, invigorating, educational. Excellent boat accommodation and first class meals. A thoroughly delightful trip at moderate cost.

Including Berth,
Meals and Tax.

Sailing Dates:

June 27.

July 4, 11, 18, 25.

Aug. 1, 8, 15, 22, 29.

Sept. 5 (Labor Day)

S.S. KEENORA

The largest, best equipped and only exclusive passenger boat plying Lake Winnipeg, leaves Selkirk every Monday evening at 6 o'clock for Warren's Landing, connecting with river boat for Norway House, and returning to Selkirk the following Sunday morning. Stopover privileges and summer hotel accommodation at Norway House.

VISITING: Gull Harbor, Bull Head, Beren's River, Grand Rapids, Big George's Island, Warren's Landing and other intermediate points.

S.S. WOLVERINE

Until further notice, leaves Selkirk every Monday at 3 p.m. for Warren's Landing, connecting with river boat for Norway House, calling at intermediate points, and returning to Selkirk Friday morning. *Return Fare, including Berth, Meals and Tax, \$24.25.*

S.S. WOLVERINE also makes a week-end trip (Friday to Monday) to Big George's Island. *Return Fare, including Berth, Meals and Tax—\$16.20.*

*For Descriptive Folder and
Reservations apply*

THE NORTHERN FISH CO. LTD.

SELKIRK, MAN.

THE W. J. GUEST FISH CO. LTD.

WINNIPEG, MAN.

Canadian Historical Pictures for Schools

At last we are able to supply Canadian Pictures, reproduced from originals by Canadian artists in beautiful colors, at very reasonable prices. The subjects are as follows:—

Jacques Cartier Erects the Cross
Champlain Discovers Georgian Bay
Wolfe's Landing at Quebec
Mackenzie at the Pacific
La Verandrye
Battle of Fish Creek
The Order of Good Cheer
The Coming of the Loyalists
Laura Secord
Founding of Halifax
The Pioneer
Meeting of the Fur Traders

Size of the engraved surface is 18 x 24,
exclusive of the margin.

Unframed— .. \$1.50 each Set of 12 \$15.00
Mounted on Heavy Board and Varnished,
ready to hang \$2.50 each Set of 12 \$27.00
Framed in Fir— - - - \$4.00 each
Framed in Oak— - - - \$4.50 each

Celebrate the Jubilee of the Dominion by
buying some of these fine Patriotic
Pictures for Your School.

Richardson Bros. Art Galleries

332 MAIN ST.—WINNIPEG

*We Cheerfully
Cash
Teachers'
Pay Cheques*

ROBINSON & CO. LIMITED

398-408 Main Street Winnipeg, Man.

The Western School Journal

VOLUME XXII.

NUMBER 6

Contents for June, 1927

EDITORIAL—

Bringing Honor to the Profession	197
E. H. Walker	197

DEPARTMENTAL BULLETIN—

Course in Speech	199
New Regulation Affecting Grades IX. and X.	200
Examination Papers	200
Re Certificates	200
First Class Professional Examinations, August, 1927	201
Eligibility of Candidates	201
Time-Table—Entrance Examinations 1927	201
Dramatic Courses at Summer School	202

SPECIAL ARTICLES—

Pioneer Teaching in the North	202
More About Swimming and Life Saving	205
Classifying Animals, Grades IX. and X.	207
Sex Hygiene and the School	209
The Rose-Bush: An Experiment in Immortality	210
Early Fire Season Menaces Forests	211

MANITOBA EDUCATIONAL ASSOCIATION—

Convention Report and Association Minutes	212
---	-----

CHILDREN'S PAGE—

Weathers	216
The River	217
Editor's Chat	217
Confederation	218
To the North Pole by Air	219
Pigeon Hero Passes	221
Dog Adopts Blind Pedler	221

HEALTH DEPARTMENT—

The Summer Health Conference for Pre-School Children	221
Health Alphabet	222

ELEMENTARY—

Society Study in Grades I, II. and III.	223
--	-----

RURAL SCHOOL SECTION—

A Sermon on Frills	226
Following Instructions	227

LEAGUE OF NATIONS—Article 9

228

NEWS AND GOSSIP—

A Great Rally	230
---------------------	-----

SELECTED ARTICLES—

Corruption of English	231
Patriotism	232

President - - - - - A. W. HOOPER
Editor - - - - - W. A. MCINTYRE
Assistant Editor - - - - - HILDA HESSON
Business Manager - - - - - F. A. ALLDEN

Business Address:

Cor. Ellen & William Sts., Winnipeg

Directors

D. M. Duncan, E. Burgess, D. McDougall, W. A. McIntyre, A. W. Hooper, C. W. Laidlaw, E. J. Motley.

Terms of Subscription

PRICE—Per year, in advance, \$1.00; single copies, 15 cents.

POST-OFFICE ADDRESS—Instructions concerning change of address, or discontinuance of subscription should be sent to reach us before the first of the month when they are to go into effect. The exact address to which the paper is directed at the time of writing must always be given.

Kindly mention the Western School Journal when writing to Advertisers

The Most Wonderful Stories

There are hundreds of the most marvellous stories that you have ever read in these four beautiful books.

The interesting hours that you will spend with these unique books will make you familiar with every phase of the living wild things of the great outdoors. To know them will give you a keen appreciation of the marvellous things in the world about you.

The little birds that are around your home in the summer take a long journey to spend their winter months. The tiny martin that leaves the box in your back yard in the fall, will return later to the very same nest, having spent the winter thousands of miles from its northern home. He has been in Brazil. How could he and his mate possibly have found their way back? It is interesting to know.

The humming bird spends five months of the year in Central America. He makes a flight across the Gulf of Mexico, a distance of more than 500 miles, without a stop to rest. Naturalists have found that he makes the entire journey across the Gulf in one night.

There are scores upon scores of just such rare facts as these unfolded to you through the pages of the Little Nature Library.



THE LITTLE NATURE LIBRARY

Sent for your approval without
cost or obligation

Send This Coupon Now

Please send me a complete set of The Nature Library in four handsome volumes, containing 144 full-color illustrations of Nature's most beautiful subjects. If the books are satisfactory, I will send you \$1.00 within a week after receipt of the books and \$2.00 each month thereafter for four months (total \$9.00). Otherwise I will return them within a week at your expense.

Name.....

Address.....

School.....

THE GROLIER SOCIETY LIMITED

Publishers

Tribune Bldg. Winnipeg, Man.
W.S.J.—June

Everyone loves the great out-doors,—the Birds, the Wild Flowers, the Trees. These books will be sent to you for a week's free examination.

BIRDS. By Neltje Blanchan

Describes

124 Different Birds, 48 Full Page Color Plates, 300 Pages.

TREES. By Julia Rogers

Describes

63 Different Trees, 16 Full Page Color Plates, 32 in Black and White. 300 Pages.

BUTTERFLIES. By C. M. Weed

Describes

109 Butterflies, 32 Full Color Plates, 16 in Black and White. 300 Pages.

WILD FLOWERS. By Neltje Blanchan

Color Key

169 Different Wild Flowers, 48 Full Page Color Plates. 300 Pages.

Kindly mention the Western School Journal when writing to Advertisers

The Western School Journal

(AUTHORIZED BY POSTMASTER GENERAL, OTTAWA, AS SECOND CLASS MAIL)

VOL. XXII.

WINNIPEG, JUNE, 1927

No. 6

Editorial

Bringing Honor to the Profession!

There are two ways in which any class of people may endeavor to make a good impression on the general public. They may boast their own claims, pointing out how dependent society is upon them, and how poorly they are recompensed for their labors. On the other hand they may be very modest in their claims, but may do such fine work that the general public will do the boasting. Needless to say the second course is that which good taste and wisdom will approve.

Reports from far and near tell of good work by teachers. Those who are doing most for the profession are giving their best service unselfishly. Not all can be rated equal in this regard. Some are worth less than nothing if they lay the foundation of wrong tastes, habits, dispositions, or attitudes, and some are worth more than can be paid for by all the wealth of the prairies. Neither do all get reward according to ability in this calling, nor are all satisfied to accept public rating as a measure of real worth.

At the close of a year it is well for every teacher to look back upon the work attempted and to seek to measure its effectiveness,—this as a guide the following year.

One of the best guides to self-criticism is given in this short scheme, which touches upon the spirit of the school.

I. Relation of pupils to teacher—names, language, conduct.

II. Relation of pupils to each other—courtesy, kindness, fairness.

III. Relation of pupils to the community—respect for authority, property rights.

IV. Attitude during work and play—earnestness, industry, honesty.

V. Care of personal and public property—responsibility, care.

VI. Reading—choice of matter: amount.

VII. Recreation—what? how much?

VIII. General—Is the prevailing spirit that of an army, a person or a well-ordered home?

E. H. Walker

Again the Western School Journal is called upon to record the death of one of the educational leaders of the province. This time it is E. H. Walker, loved principal of the Normal School, Dauphin.

Suffering a stroke while working in the class-room, he never regained consciousness, and passed away the same afternoon.

Mr. Walker was one of those genial kindly souls that people meet only once or twice in a life time. He was never known to do a rude thing, and no one ever heard him speak an unkind word. For years as an inspector he earned the goodwill of teachers and people, and lately he has had charge of the Normal School where the students learned to love and respect him.

It is an enviable record he holds, and his taking away was in one way a fitting end to his labors. He died at

his post. The words written on the tomb of Pestalozzi might well be carved on his,

—"Man, Christian, Citizen, Everything for others, nothing for himself.
Blessed be his name."

Our sympathies go out to Mrs. Walker and his host of personal friends, to the City of Dauphin, and to his

students everywhere. May there arise more of his type to carry the torch.

Notice

Will those teachers of my field who have not let me have a snapshot of the school building kindly do so, if convenient, before the end of the term.

—J. E. S. Dunlop.

A Song of Canada

Sing me a song of the Great Dominion!
Soul-felt words for a patriot's ear!
Ring out boldly the well-turned measure,
Voicing your notes that the world may hear;
Here is no starveling—heaven forsaken—
Shrinking aside where the nations throng;
Proud as the proudest moves she among them—
Worthy is she of a noble song!

Sing me the might of her giant mountains,
Baring their brows in the dazzling blue;
Changeless alone, when all else changes,
Emblems of all that is grand and true:
Free as the eagle around them soaring;
Fair as they rose from their Maker's hand;
Shout till the snow-caps catch the chorus—
The white-tipped peaks of our mountain land!

Sing me the pride of her stately rivers,
Cleaving their way to the far-off sea;
Glory of strength in their deep-mouthed music—
Glory of mirth in their tameless glee.
Hark! 'tis the roar of the tumbling rapids;
Deep unto deep through the dead night calls;
Truly, I hear but the voice of Freedom
Shouting her name from her fortress walls!

Sing me the joy of her fertile prairies,
League upon league of the golden grain:
Comfort housed in the smiling homestead—
Plenty, throned on the lumbering wain.
Land of Contentment! May no strife vex you—
Never war's flag on your plains unfurl'd
Only the blessings of mankind reach you—
Finding the food for a hungry world!

Sing me the worth of each Canadian,
Roamer in wilderness, toiler in town—
Search earth over you'll find no stancher,
Whether his hands be white or brown;
Come of a right good stock to start with,
Best of the world's blood in each vein;
Lords of ourselves, and slaves to no one,
For us, or from us, you'll find we're—MEN.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

The Journal provided by the Department of Education for the use of the teachers is the property of the school and must be kept in the school library for future reference.

Course in Speech

The educational world, today, is actively interested in the promotion of speech and with this in view the Manitoba Summer School is supervising courses in speech which are organized to meet the need of the teachers in the province. The best way to acquire good speech is by technical training and the testing of this training in some definite form of speech art. To stimulate and encourage the desire for good speech and to use as an example, education is using three definite art forms acting, interpretative reading and public speaking. It is only by such application of the technique of speech can we be sure of our development. Interpretative reading tests, not only the knowledge but the appreciation of literature; acting requires an understanding of man and his characteristics and, for this reason, its educational value cannot be overestimated and public speaking is the test of the person's power to think for himself. The Summer School offers courses in these three forms of speech education and, in doing so, provides for the teachers the opportunity to acquire the knowledge necessary for them to meet the present day educational requirements.

Earl Marlatt, Professor of Religious Education in Boston University writes "School masters are, at last, catching up with Socrates, Rousseau and Froebel. One of the most significant pedagogical papers of the past year is Dr. Jeremiah Burke's 'Annual Report

of the Superintendent' to the Boston Public School Committee,—'It is the right of children and youth to grow and develop; to acquire correct habits, physical, emotional, intellectual and spiritual; to the end that, as individuals and members of society, they may occupy those stations in life for which they are best qualified by nature and training. In the development of the whole self, the drama can make its most significant contribution to present day education. It offers unlimited responses to situations which involve the emotional and the spiritual, as well as the rational functions of the student's personality, whether he is a participant or a spectator. This means that activity is required for its apprehension and activity of a sort that makes learning more than an exercise. It is a personal response to a situation that calls for physical and emotional as well as intellectual appreciation. The net result of this type of education is not memory of a page in a book but the assimilation of an attitude that becomes a part of one's inmost self and controls responses of greater and lesser moment. Learning in terms of such experiences as these has livingness. It is wholesome in a new and more significant sense. Accordingly, it appeals to youth with an irresistible attraction, the dynamic of which may be utilized in education. Schools, and dramatic clubs, little and reportory theatres are performing this extra curricular service to education and are, on that account, to be considered as agencies of the highest pedagogical importance."

New Regulation Affecting Grades

IX. and X.

A new regulation adopted by the Advisory Board and which will apply to the examinations this year is as follows:

That students recommended for standing in the non-examination subjects of Grade IX. or Grade X. and who fail completely in the subsequent Departmental examinations in the case of Grade IX. or in three or more subjects in the case of Grade X. be required to repeat the non-examination subjects of Grade IX. or Grade X. as the case may be.

Examination Papers

We wish to point out to the presiding examiner at each centre, that we shall hand the bag containing the question papers and supplies to the Express Company on Wednesday, June 8th. It is expected that all of these will reach destinations not later than Friday, June 10th. If the bag should go astray and fail to reach any centre in the last delivery of Friday, June 10th, the presiding examiner for that centre should telephone the Department immediately on a reverse message. Call No. 840-370 or 840-268. If you are unable to talk to the Registrar, give your message to the member of his staff answering on his behalf. If the telephone is not available, telegraph the Registrar's office collect. **Immediately on receipt of the bag** the presiding examiner at each centre is required to check up the information given on the outside of the envelopes containing the question papers, as well as his supplies. If any error or omission is discovered he should immediately get in touch with us by telephone, if possible; if not, by telegraph. Give the **full particulars** in order that we try to remedy whatever error has occurred. It is essential that we be notified with the least possible delay.

Enrolment for the Summer School

Teachers who intend to take advantage of the Summer School should send in their applications immediately.

Re Certificates

Should your certificate be shortly to expire as a license to teach in this Province the Department would appreciate your co-operation in accomplishing the requirements laid down for the issuing of your permanent certificate.

If your teaching has been satisfactory and you have complied with the Reading Course regulations you may be eligible for your permanent certificate at the end of the present term if, in addition, your academic record is also complete. Before your permanent certificate can be issued there must be consolidated in your file in this Department:

- (1st) Your Inspector's recommendation.
- (2nd) Your Reading Course Certificate.

Unless you are already in possession of your Permanent Certificate it is your duty, when your Inspector visits your school, to approach him with respect to complying with the Reading Course regulations and should your period of probation be drawing to a close you are to ask him to send direct to the Department whatever recommendation he intends to make with respect to your permanent certificate (or with respect to the renewal of a Third Class Certificate issued under the old regulations).

In all correspondence with the Department concerning your Certificate be sure to sign your name in full, avoiding the use of initials. The Inspectors have requested me to remind the teachers to be sure to place name, address and name of school on all Reading Course essays or summaries that they send to their Inspector, and postage must be fully prepaid in every case.

First Class Professional Examinations, August, 1927.

The time-table for the First Class Professional Examinations to be held in August, 1927, is as follows:

Tuesday, August 2nd.—

9 to 12—Psychology.

14 to 17—History of Education.

Wednesday, August 3rd.—

9 to 12—Philosophy of Education.

14 to 17—Progressive Methods in Teaching.

Thursday, August 4th.—

9 to 12—How to Measure (Wilson & Hoke).

14 to 17—General Method.

Friday, August 5th.—

9 to 12—The Teaching of English.

9 to 12—The Teaching of Mathematics.

14 to 17—The Teaching of History.

14 to 17—The Teaching of Science.

If your Part "B" Option is not given in the above time-table it will be placed for Friday, August 5th, from 9 to 12.

Regular application forms are now required from all who propose to write on the First Class Professional examination, or part thereof. These forms may be had from the Department of Education on request. All applications for the August Examinations must be in the hands of the Department not later than Monday, July 4th.

This examination may be written in Winnipeg in the Department of Education; in Brandon at the Normal School; elsewhere, under the supervision of any Inspector at his headquarters. The practice of forwarding First Class Professional papers to any other presiding examiners has been discontinued.

Eligibility of Candidates

In former years the candidates' application forms have been checked before the examination and we have notified candidates who were not eligible to write the examination for which they applied. This year this practice will be discontinued. Under the new regulations this responsibility will rest upon the candidate and his

school. When we come to award him standing on his examination his past record will then be checked thoroughly, and if he has not complied with the regulations governing the preceding Grades, has not written the quota properly assigned to him, or such like, any credit for which he might otherwise be eligible as a result of this year's examination may be liable to cancellation, or may be withheld pending compliance. It is very necessary, therefore, that the principal (or teacher) make certain that each candidate from his school is entitled to write the examinations for which he is making application.

Time-Table—Entrance Examination 1927

Monday, June 27th.—

8.45- 9.00—Reading Regulations.

9.00-11.00—Agriculture.

11.05-12.35—Drawing.

14.00-16.00—History.

Tuesday, June 28th:—

9.00- 9.30—Arithmetic (Calculation).

10.00-12.00—Grammar.

14.00-14.45—Spelling.

14.50-16.50—Geometry.

Wednesday, June 29th:—

9.00-11.00—Arithmetic (Problems).

12.45-14.45—Composition.

15.00-17.00—Geography.

1. No practical test in Reading or Music this year.

2. The pupil's writing will be judged on his Composition Paper, and valued at 100 marks as usual.

3. The Bookkeeping is tested in the Arithmetic and Composition Papers.

4. When writing to the Department concerning Entrance examination results be sure to state the Year the Candidate wrote, and give the name of the Inspector of his school at that time.

On account of the Jubilee Celebrations it has been found necessary to recast the Entrance Time-table. It is the desire of the Department that all pupils have an active part in these Celebrations.

Dramatic Courses at Summer School

Arrangements have been made with the Summer School of Speech Arts to give courses at the Agricultural College this year under the auspices of the Manitoba Summer School. Four courses will be given: A Dramatic Course dealing with the production of plays; a Reader's Course, in which the work of platform reading will be taken up; a Teachers' Course which should be of special benefit to all teachers, which will deal with Speech Training, Cor-

rective Speech, Voice and Diction and Vocal Expression; and a special course which may be made up of elective groups from these courses. The faculty will consist of Miss Florence Lutz, Director, Miss Caroline Duncan, Miss Irene Ingram and Miss Muriel Shirriff.

These courses should be of special interest to all teachers. Full information may be obtained by communicating with Miss Florence Lutz, Parkholme Apts., Home Street, Winnipeg, or with the Secretary of the Summer School, Department of Education, Winnipeg.

Special Articles

PIONEER TEACHING IN THE NORTH

It should be understood before reading this article that pioneer teaching **in the North** is not just pioneer teaching. That "North" business and all it includes places "Pioneer Teaching in the North" in a class by itself.

You naturally think of the frozen snows and icy winds and wonder what that has to do with it. Generally it has a good deal. In this school we huddled around the stove the greater part of the day for two months. All reading lessons, spelling and geography during that time were taught across the blackened top of a discarded piece of iron called a stove. Between these lessons the children reluctantly took their seats where they shivered over arithmetic and other written work until their hands turned blue and their feet were numb. One of the primary boys once asked permission to write with his mitts on.

The first morning duty of each child was to get his piece of sacking, thoughtfully provided by one of the merchants, and warm it at the stove. These we kept under our feet constantly as even the paper stuffing at which we laboriously worked for half a day did not keep the wind from whistling up the monstrous cracks and knot-holes. We conceived the brilliant idea of

wrapping hot bricks in these sacks to hold the heat but it was impossible to get bricks then and by the time we sent for them and paid one and a half cents a pound freight and cost, it would be more expensive than a new floor, and furthermore by the time we got them here, the cold season would be over. So the wind continued to blow up through the floor and we continued to suffer from numb feet.

As you must have surmised, the building is a mere shell. You wonder why it is not built comfortably. In the first place it is only a temporary building and not meant for a school at all. But the residents of this small community were anxious to obtain schooling for their children, and the nearest school being one hundred and thirty-seven miles away, there was nothing to do but build one. This was built by volunteers after dark, when their day's labor was done, and lessons in operation within a month.

Let not the spirit of these "northerners" be mistaken. You may have the impression these people are not as generous as they might be. That is far from the truth. One man donated the lumber for the school building besides giving much of his time. Another, a bachelor and not obliged to

help in the smallest way, donated the sum of one hundred dollars. Others gave up much of their well-earned rest after a hard day's work to help build the school. Any local supplies or donations asked are willingly and cheerfully given. Nothing more could be asked.

Not all northern schools are like this one. A little further north is quite an ordinary warm country school house with enough, if limited, blackboard space, passable lighting accommodation, real school desks, even if they were of every size and shape, and a few necessary supplies; rather a contrast to a wee school of home-made desks, a square yard of tar-paper for a cupboard, etc. The former was a school of five or six years standing. The latter is one of a few months, where one must pioneer.

Mail is received twice a month and usually it cannot be answered by the same train, which makes a delay of two or three weeks from date received to say nothing of possible date written. In the interior where the dog teams make long trips out to the nearest post office, it is of course still more difficult. It is needless to say any provisions that finally arrive at their destination are hailed with great joy.

Another important reason for the difference in pioneer teaching in the north and more southerly districts is the human atmosphere. By that I mean the different kind (not kinds) of people and consequently the different kind of children with which one has to deal.

Farming is left to the south and is either forgotten or unknown to these children of the Aurora Borealis. There are no lumber settlements north of The Pas, and the northern reared child knows nothing about it, outside of what he learns in school. Fishing is more familiar to him as are mining and trapping, but always fur, fur, fur. That is the means by which the majority of these children live. If their fathers are not trappers, they are traders,—traders in the fur business. Of course the drifting populations are composed of others, fur buyers, mining men, railway men, and forestry men, but all except the missionary are

transients, "Here to-day and gone to-morrow," leaving our trappers and traders. I can only think of one child in any of my classes whose father was not included in this.

Let it not be forgotten that these sons and daughters of trappers and traders are by no means all "brownies." Very few are, for the Indian children and most of the Half-breeds are sent to the Indian Boarding Schools. As I think over my past pupils, I can remember only five semi-dark ones. One of these was half Half-breed and half Chinese, and rather a wonderful little girl. As in country schools, the rest are usually represented by various nations.

Now you have the kind of children I must teach and the kind of school. But these children have never been to school before.

The first pioneer school I taught was just such a one as this.

Fresh from Normal and having come right from the well equipped and wonderfully managed schools of Winnipeg, I was all but overcome when led to a deserted old house, up a wobbly stair, over piles of age-old rubbish and fell at last into a musty big room with one tiny window. "This is the school-room." I was speechless!

No one could teach among tons of dirt, and I didn't mean to try. There were no blackboards, no seats, nothing, except dirt. A holiday was promptly declared and, enlisting the services of the one big boy in the village, we set to work to shovel, yes **shovel**, the dirt down a hole in the broken chimney to the floor below where it was burned. This took about two hours. We tacked up our tar-paper, dug out handfulls of dust from among the books, arranged the barn door which was the common desk, so it wouldn't totter, and collected enough boxes for seats.

There were no school records of any description as this school had not been open since the war, so I had to plan and draw up my own, and get school supplies from such scanty paper and books as were in the vicinity. Let me assure you, that the supply was ex-

tremely limited as there wasn't even a train to the settlement. Everything came and went by boat or by dog-team.

The first day was agony. All my wonderful schools in the air were at least clean and free from that choking musty smell. Furthermore they were peopled with clean, lovable little boys and girls. These were lovable,—yes,—but oh! so impish! To make matters worse four of the children were my own small brothers and sisters.

In the first place, only one of the pupils had the faintest idea of what school was like and he, having come from a city school considered this one a joke. All the children seemed to think they were assembled there for a howling good time. When I entered the room, they were madly chasing each other over and under our boxes and seats. I couldn't hear my own voice the first time I spoke. I thought of the principles I'd had instilled in me at Normal about bringing order out of chaos, and I wondered what the man who had spoken these wonderful words would do were he standing where I stood then.

I remembered what Jean Mitchell had done, so without more ado, waited for the din to abate. I was given ample time to collect my thoughts, and plan my method of attack. My great trouble lay in the fact that these children all knew me well, had been accustomed to my playing with them, and worse still, all knew me by my Christian name. Their parents had said it was impossible to teach under existing conditions but I thought not, and since they so desired, had promised their children a month's schooling. After that, three of the families would be moving out to "civilization" on the last boat of the season and the remaining two would be sending their children to boarding schools. By my teaching them up until then, they would be losing no time and it would mean a year to some of them later on.

When finally the room was sufficiently quiet to hear myself speak I

promised to tell a story if every little mouse was quiet. They were for about two minutes only. Thinking the story couldn't be sufficiently thrilling to hold their interest, I added flourishes of my own until I thought it was wildly exciting. They were quiet for two minutes more. Then "Gee, quit pinching me!" a shrill little voice shrieked. That settled, the story continued but not without other interruptions.

This opening episode was typical of the whole day. I tried so hard to make everything interesting, but they were full of fun and life and unused to suppressing their desires and they just didn't, that's all! I enjoyed the whole day's teaching immensely but I felt about six years older than I had the day previous. I wondered if all school teaching was similar.

As the kiddies came to understand that school was to be taken seriously and that certain duties were expected of them, teaching became easier. Everything settled itself and appeared to be prepared to continue quite wonderfully when the month ended. We had accomplished some noisy yet commendable work and though I did more worrying and plotting and planning in that one month than in all my life before, and had lost seven pounds in the bargain, I enjoyed it all and am quite sure we would have turned out to be an ordinary well regulated school by the end of the term. Nor was that month useless. The kiddies barely got started their letters and figures and phonics but they all stepped into their classes and are at present doing well with the rest of the beginners of that year.

To some this one particular school would not be considered a school. Were they to see the building, the room and the many funny things that were called school supplies, they would consider it even less. But to me **that** teaching, in such a primitive way, is real pioneering. Other places where there is some kind of a special building—be it ever so humble—made for school purposes,

and having desks and seats, though they be home-made ones,—do not savour of the pioneer effort our forefathers had to put forth in order to open up this country and make it a success.

But even in these, where the teacher must rely on her own initiative, originality, and resourcefulness, — making pegs out of tooth-picks, number tickets out of calendars; dust pans out of tin biscuit box lids or opened stove pipes; bells out of tin cups and bolts and wire; cupboards out of egg-crates; waste baskets out of nut and bolt kegs; and dozens more;—even in these,—one feels she is pioneering, and in this there is a peculiar joy.

Humble though our efforts be, in comparison to those noble ones of Cartier, Champlain and others who did so much to open up this land and start people doing better, bigger and nobler things for themselves and their newly adopted country,—we too have a feeling akin to that these men must have experienced when, after many discouraging struggles they finally planted a colony and gave it its breath. The joy of looking back, years afterwards, at two or three little schools and thinking "I created those," gives one a keener insight and fuller understanding of life, and the absolute joy of doing things. Life is "Think and Do." Let us make the most of it!

—Grella Wilson.

MORE ABOUT SWIMMING AND LIFE-SAVING

By Robert Cove Lloyd

Once more we are almost face to face with the Long Vacation period, the time of endless joys, change of scene.—Lake, river and beach will call us—but with all the pleasures in store, we must still keep sternly in our minds the fact that it is so often in this vacation time, during the peak of our summer, that a great many drowning fatalities occur.

In our articles that have gone before we have produced a theory of ACTION. We must be up and doing about this stirring problem that so closely affects the very vitality of our Province. Duty must claim it's just dues! Let us realize this, and earnestly proceed to encourage our children, by every possible means to learn to swim and to embrace the art of water navigation in all its branches. We must safeguard the human assets of our great Province. Speaking from a medical point of view, we quite naturally struggle with the dangers of disease, making use of the wonders of medical science to combat the ailments of child life. Why not therefore take a similar stand in respect of the vast dangers that lurk in all our open water beauty spots. We cannot stop our children from contact with the dangers, but we can and should make it our sacred duty

to offset the dangers by imparting knowledge—a knowledge that will make the dangers become pleasurable pastime and health giving exercise.

In one of the earlier articles on this all absorbing subject, a Land Drill containing the complete movements of the Breast Stroke was introduced, and for a short space we should like to again talk along this line. Providing that you have been faithfully using this drill, and the various movements have become almost second-nature, then the children will be quite ready to try out in the water. You will naturally understand that at this stage, extreme care must be taken.

It is advisable, if at all possible, when the pupils make their initial attempts in the water, for the depth to be sufficiently shallow in order that they may comfortably maintain their feet on the bottom. I do not mean that they will keep their feet on the bottom whilst making the movements but that they will the more easily make use of the movements to which the Land Drill has accustomed them, and their confidence in themselves will be the more surely sustained in shallow water. In some cases however, shallow water is not available, and then a girdle made of webbing may be used—one end being

securely fastened round the chest under the arms, the other end being held by the teacher on the shore. Thus the children will be able to use the movements they have learned, without losing confidence.

With the mastery of the first stages, comes the time for other main essentials in the art of watermanship. Quite as a natural matter of course, every swimmer should learn to float! It is in part a matter of achieving a balance in the water, and this may be accomplished by turning on one's back and bringing the arms above the head in a line with the body and lying perfectly still. If the feet seem to sink, more weight should be thrown above the head by turning the palms, and letting the head lie farther back. Breathing is probably the most important item in floating. It is necessary that the lungs should be fully expanded and the capacity maintained at nearly maximum. Short and quick breaths then taking the place of normal breathing. Bear in mind that patience and much practice is necessary—a knowledge of floating is of value to those striving to help others in the water and its acquirement will help the swimmer to have confidence in himself.

A very useful and necessary stroke for the swimmer to learn is the Back Stroke. This stroke is almost an inverted breast stroke, and is certainly one of the most used means of carrying a rescued person to the shore. When carrying, the legs only are used as a propelling force, the arms being occupied in holding the rescued one in such a position that the head is maintained above water.

At this stage I should like to introduce a few words on methods relative to life-saving. In approaching a drowning person it is absolutely essential that the would-be rescuer should have some understanding of what to do. There is an element of risk from the clutch of a drowning unless the rescuer knows how to effect a release. Possibly the approach should be made from behind, but it is certainly necessary to know what to do if face to face with a drowning person, and the

following are the three known methods suggested for effecting release from the clutch of a drowning person.

If the rescuer is held by the wrists he must turn both arms simultaneously against the drowning person's thumbs, and bring his arms at right angles to the body, thus dislocating the thumbs of the drowning person if he does not leave go.

If the rescuer be clutched round the neck, he must take a deep breath and lean well over the drowning person, at the same time place one hand in the small of his back, raise the other arm in line with his shoulder, and pass it over the drowning person's arm, then pinch the nostrils close with the fingers and at the same time place the palm of the hand on the chin, and push away with all possible force. The holding of the nose will make the drowning person open his mouth for breathing, being under water, choking will ensue, and the rescuer will gain complete control.

If clutched around the body and arms or round the body only, the rescuer must lean well over the drowning person, take a deep breath as before, and either withdraw both arms in an upward direction in front of his body, or in accordance with the instructions in fore-going paragraph for release if held around the neck. In either case, place the one hand on his shoulder, and the palm of the other hand against his chin, at the same time bring the knee up against the lower part of his chest, and then by means of a strong and sudden push, stretch the arm and leg straight out, throwing the whole weight of the body backwards. This sudden motion will break the clutch and leave the rescuer free. In all three methods the rescuer should, immediately after release, turn the patient to the "carry" position.

There are five known practical methods of carrying a person in the water, and of these I will at present only mention two—the others will be treated in a later article, or we shall be glad to have interested readers get in touch with the President of The R.L.S.S. Winnipeg.

When the drowning person is not struggling, turn him on his back, place your hands on either side of his face, so that the palms of the hands cover his ears. Then lie on your back, hold him in front of you, and swim the back stroke, taking care to keep his face above water.

In case of struggling, which renders the drowning person difficult to manage, turn him on his back, and take a firm grip of his arms just above the elbows. Draw his arms upwards at right angles to his body and swim with the back stroke. This hold will put the drowning person under control of the rescuer, and prevent him from turning round, clutching, or even struggling.

To recur to the art of swimming there is one stroke which will have to be acquired as soon as possible, and that is the Crawl Stroke. Naturally, if one is attempting to effect a rescue, the first thing to do will be to swim to the drowning person with all possible speed, and this is where a fast crawl stroke comes in useful.

The crawl is quite different from any other stroke, and I am not going to attempt at this stage to more than briefly outline some of its aspects. The crawl stroke, as its name seems to indicate, is accomplished by lying face downwards in the water and making a series of progressive movements with arms and legs thus propelling the body at a good rate of speed through the water. The breathing action is maintained by blowing out through mouth or nostrils **under water**, then turning head as on a pivot to right or left, whichever seems most natural, and taking air through wide open mouth as the chin points to the shoulder tip. The body

must be stretched out, with back well arched; and the legs must thrash up and down in a well established rhythmetrical beat, whilst the arms make separate individual movement — one arm driving downwards and backwards through the water, while the other one is being recovered and carried forward in preparation for the drive. The act of inhalation must be performed just as the arm is coming forward. Each set of combined arm movements must be accomplished to a set of four, six, or eight leg thrashes. Arms must be kept continuously in motion, the recovering arm just emerging from the water below the hip ready to carry forward as the other commences to dip or catch the water in anticipation of the drive.

When the pupils begin to show some proficiency in the various strokes and methods of lifesaving, it should be our aim to form classes to go through the Royal Life Saving Society's tests. In this respect the Society will help you to its utmost. Various certificates and medals are awarded for the successful passing of tests, and under certain conditions, teacher's certificates are also granted. I have not in this or in the preceding articles attempted to give you a complete exposition of swimming and lifesaving but it has been my aim to lay before you certain facts and achieve your interest in this vital problem. Become interested! do more, get into touch with the Manitoba Branch of the Royal Life Saving Society—they will help you. Address:

Mrs. G. A. Harrison, President, Royal Life Saving Society, Manitoba Branch, Cornish Baths, Winnipeg.

—Robert Cove Lloyd.

CLASSIFYING ANIMALS, GRADES IX. AND X.—GENERAL SCIENCE I.

Prof. V. W. Jackson, M.A.C.

Science aims to classify in orderly succession the things with which it deals. Therefore, the syllabus for Grades X. Zoology ends thus,—“Review,—General view and comparison

of animals taken up in the course, summarizing and classifying,” and this is the time for such a review, to get a general view, a clear grasp of animal groups in relation to each other.

Here is a key to Western Fauna, similar to Western Flora. Use it in the same way to determine animals.

Western Fauna

Key to Vertebrates (similar to a flora)

1. Scaly covering, gills and fins—**Fish**.
 - A. Pelvic fins behind pectoral fins.
 1. Back fins, soft-rayed.
 - a. Two back fins, back one a fleshy lump—**Salmonidae**.
Teeth—salmon, trout, smelt, capelin.
No teeth—White-fish, Tullibee, Gold-eyes.
 - aa. One back fin (posterior)—**Pikes**.
Large mouth—Pike (Jack-fish), Pickerel Muskaloonge, Herring. Small mouth—Md minnow, Killifish, Tench, Stone-roller, Carp, Goldfish.
 - aaa. One back fin (first)—**Suckers**.
Sucking mouth,—Sucker, Chub Sucker, Body cylindrical—Chub (Roach), Minnow.
 2. Back fins, spiny-rayed—**Spiney-rays**.
Two free fins—Yellow-perch, Silver-sides, Darter, two connected fins — Small-mouthed, Black-bass, long-eared Sunfish.
 3. One sharp spine in forward fin.
Cat-fish (Hornpout, Bullhead) Channel-cat, Mud-cat—**Siluridae**.
 4. Several sharp spine in forward fin—Stickle backs.
 - AA. Pelvic fins in front of breast fins.
 1. Soft rays—Burpot (Ling).
 2. Spiny rays—Miller's Thumb.
 - AAA. No Pelvic fins—**Apodes**.
 1. Biting mouth—Eel.
 2. Sucking mouth—Lamprey Eel.
 - II. Thin skin, aquatic, tadpole with gills; adult, legs for land—**Amphibians**.
 - A. With tails,—mud-puppies and salamanders.
 - AA. Without tails,—frogs and toads—**Anura**.
Thorax expansible, skin warty. Upper jaw toothless, glands behind ears—Toad. Upper jaw with teeth, toes with pads—Tree-toads.

Thorax not expansible, skin smooth—**Frogs**.

III. Scaly skin, lung breathers, cold blood, eggs with shells—**Reptiles**.

A. Body inclosed between two bony shields—**Turtles**.

AA. Body covered with overlapping scales. Jaws very expansible on ligaments-teeth—**Snakes**.

Head long; back scales, ridged; viviparous—**Garter Snake**.

IV. Feathers, wings, scaly legs, no teeth, warm blood—**Birds**.

Toes webbed for swimming, legs short. Feet far back, body upright,—Loons, Grebes—**Cormorant-Divers**.

Bill flat, borad, with horny plates for straining food—**Duck and Geese**.

Wings long and pointed bill slender—**Terns and Gulls**.

Small active shore birds—**Snipe and Plover**.

Legs long, necks long and slender—**Rails and Cranes**.

Young chicks, active day hatched, scratchers—**Game and Fowl**.

Nostrils and legs covered with feathers, no spurs—**Grouse**.

Beak, legs and toes, naked, short tails—**Partridge**.

Long, showy tail-feathers, long wings, (turkey)—**Pheasant**.

Bill hooked and sharp, claws long and hooked—**Birds of Prey**.

Low crest sharp eyes, day seizers—**Eagles and Hawks**.

Flat face, large eyes, night seizers—**Owls**.

Bill straight, claws curved for perching, small birds, arboreal—**Song Birds**.

V. Fur or hair; mammary glands for nursing young viviparous, diaphragm separating thorax and abdomen, well developed teeth—**Mammals**.

Flesh-eaters, including insect eaters,—Insectivors and Carnivores with wings or furry, webbed fingers—**Bats**.

With claws and canine teeth, 36 sharp teeth, pointed nose with

long hairs, smaller than mice—**Shrews.**

Hind feet, 4 toes, 30 sharp teeth, blunt nose with long hairs, solitary and stealthy—**Cats and Lynx—Felines.**

42 sharp teeth, canines large, pointed nose, no hairs; back and in packs—**Dogs and Wolves—Canines.**

Hind feet, 5 toes, flat-footed, sharp snout and large tail—**Raccoon.**

Flat-footed, blunt snout and small tail—**Bear.**

Quick footed, strong scented, ferocious carnivores—**Mink, Martin, Fisher, Otter, Badger, Skunk—Fur Bearers, Weasels.**

Grass-eaters, seed-eaters, vegetarians with hoofs—**Herbivors.**

Split-hoofs, horns, no upper front teeth, cud chewers—**Ruminants.**

Split-hoofs, no horns, full set teeth (44) not chewers—**Swine.**

Solid-hoofs, speedy, upper front teeth—**Horse.**

With claws, teeth (16-28), neither canine or premolars—**Rodents.**

Two extra wedge-teeth behind upper incisors, tail short, turned up—**Rabbit.**

Tail long and bushy, small and active—**Squirrels and Gophers.**

With cheek pouches, terrestrial—**Gophers.**

Without cheek pouches, arboreal—**Squirrels.**

Tail short, bushy, flat skull, body stout, clumsy—**Woodchuck.**

Tail thick, body covered with spines—**Porcupine.**

Tail broad, flat, scaly, feet webbed, tibia and fibula separate—**Beaver.**

Tail, narrow, flat, naked, hind feet webbed, tibia and fibula united—**Muskrat.**

Tail, round, naked, nose pointed, small pests—**Rats and Mice.**

SEX HYGIENE AND THE SCHOOL

(Contributed)

The home—and not the school—is the proper place for the teaching of sex hygiene. Harm, as well as good, is almost invariably done by lecturers who address classes of boys or girls in schools. One Canadian Board of Education, at least, has realized the wrongness of this latter method and has stopped it.

These, in brief, are the general opinions of many of the Boards of Education from one end of the Dominion to the other, as revealed by a census carried out by the Division of Education of the Canadian Social Hygiene Council.

Floods of doubtful literature on the newstands, the obvious eagerness of certain types of persons to purchase this stuff and a variety of other factors, all combined to force this subject into the forefront and made the matter of the school's relation to sex hygiene one which demanded the attention of every official educational board in the Dominion.

The research work on the subject, carried out by the educational division of the Canadian Social Hygiene Council is, therefore, highly valuable since it is one of the few questions on which there has been a definite attempt to collect and summarize the experience and opinions of educational authorities in every part of the Dominion.

Included on the committee undertaking this work, which is under the chairmanship of Professor Peter Sandiford, Ph.D. of the Ontario College of Education, are such outstanding educationists as: Judge Emily Murphy of Alberta, Major F. J. Ney, of the National Conference of Education, Professor J. J. R. MacLeod of the University of Toronto, Rev. D. Bruce Macdonald, headmaster of St. Andrew's College, Judge H. S. Mott of the Juvenile Court, Mr. Neil McDougal, the general inspector of the Ontario Department of Education, Mr. C. S. Henry and Rev. Canon C. W. Vernon, D.C.L.

Though stating very directly that direct instruction of this sort in schools seems inadvisable and that the responsibility should rest on the shoulders of the parents, the results of the survey also indicate that the school teacher is a necessary and valued ally.

Nature study, elementary biology and literature, especially biography have been proved to be invaluable aids. The importance of games as an antidote for unhealthy thoughts has

been more and more realized in recent years. Finally, just as the stern parent of fifty years ago has been replaced by the comrade father of today, so is the teacher becoming more the comrade of his pupils.

Through these means and by setting an example of healthy manhood or womanhood, the results of the research show, the school has its real opportunity to help the rising generation, not, it may be repeated, by any attempt at direct tuition of sex hygiene.

THE ROSE-BUSH: AN EXPERIMENT IN IMMORTALITY

Walter Barnes

I have a notion to try an experiment in
immortality

That rose-bush
Up in the hill-side flower-garden
Came from my grandmother's.

She brought a slip from her grand-
mother's garden

In Holland
And stuck it in the ground in her
garden

In her home in Ohio.
Almost sixty years it grew in her
garden.

The rose-bush in Holland had died, she
heard,

"Died of old age," she told me with a
sort of smile.

But the slip from it grew and flourished.

Then, when I built my home,
She gave me a slip from her bush.

I stuck it in the ground up there in the
garden.

"You'll have something to remember
your grandmother by," she said.

Well, I had plenty to remember her
by—

All sorts of things stuck in the soil of
my memory—

But I was glad enough to have the
rose-bush;

I thought of it, sentimentally,

Grandmother is dead

And her rose-bush is dead,

Grubbed up by the people that bought
the old place.

It was getting pretty peaked before
grandmother's death.

My rose-bush is growing up there,
As you can see.

**Is this your wonderful experiment in
immortality?**

I wonder how long a rose-bush would
live.

I suppose it would live its life out,
Use up all it had,

In fifty, sixty, seventy years.

But suppose it was "slipped" and
transplanted every-so-often.

How long would it live?

Forever?

Well, why not?

I don't know, but why not?

At least it has lived,

By renewal and transplanting,

From my grandmother's grand-
mother's time down into mine,

And it is still living.

I'm going to give a slip from it to my
grandchildren—

And try an experiment in immortality.

But your rose-bush may die.

Then what of your great experiment?

Friend, this slip from the rose-bush

Wasn't all that grandmother brought
from Holland,

Wasn't all that I brought from grand-
mother's home in Ohio.

How long would a truth live,
 A vigorous, adaptable truth?
 How long would an idea, a character,
 a quality, an influence, live?
 Couldn't a person "slip" it,
 Transplant it and renew it every-so-
 often?
 Wouldn't it live forever?

**All very well,
 But your grandchildren may not care
 for your rose-bushes**

**Nor for your truths and ideas and
 what-nots.**

I am a teacher—
 Why should I fash myself about my
 grandchildren?
 I have plenty of descendants,
 And each one of my descendants will
 have descendants.
 I tell you I'm going to try that experi-
 ment in immortality.

EARLY FIRE SEASON MENACES FORESTS

From East, from West, come reports of "First Forest Fire". This is only to be expected.

With the lakes opening up, the snow gone from hill top and southern slopes, forest fires make their appearance.

Spring holds a menace for every wooded section, because the warm spring sun and winds have dried out the forest floor. There will be no green vegetation for several weeks to conserve moisture or provide shade to deaden a fire when kindled by spark, a neglected campfire or smouldering tobacco. It is well for us to remember the forest — protection A. B. C. — **ALWAYS BE CAREFUL.**

The winter work is no sooner finished than the summer work is on. River drivers are going back to the woods in a steady stream. Again fishermen are out to make their first catch, and what of the forest and fires? **Man provides 90% of all our fire risks.** The last

three years have been comparatively safe years for the forests. It would not be wise to pin our faith to the records of these three years, when weather favored conservation. This year of 1927 might be another 1923, unless the public, conscious of the danger, awake in time, take heed and treat fire with awe and respect.

History records a dangerous fire cycle every four or five years. This year we are about due again for a second fire year. We don't wish for a repetition of 5,000,000 acres burned in Canada, as in 1923. Spring coming a month early has given us timely warning. Will we take heed? It means the payroll of 150,000 families of woods operators in pulp, lumber, lath and shingle businesses alone, while another 350,000 bread winners are working on wood in the manufacturing branch of the industry. What fires do in 1927 is up to the individual.

—Canadian Forestry Association.

Yesterday the rain fell and the snow I bent my head to the wind and went on. Then I met a boy, a very small boy he was, not big enough to be at school. He ran to me, and took my hand and smiled, and I laughed and raised my head and walked on stepping lightly to the music of the rain and the snow.

Do you feel that you have need of me? Know then, oh, my children, that I have more need of you. The burdens of men are heavy and you make them light. The feet of men know not where to go and you show them the way. The

souls of men are bound and you make them free. You, my beautiful people, are the dreams, the hopes, the meaning of the world. It is because of you that the world grows and grows in brotherly love.

I look a thousand years ahead, and I see not men, ships, inventions, buildings, poems, but children, shouting happy children, and I keep my hand in yours, and smiling dream of endless days.

—"The Schoolmaster in a Great City."



DEPARTMENT OF THE

Manitoba Educational Association

H. J. RUSSELL, F.C.I., Secretary
255 Machray Avenue, Winnipeg, Man.

DR. ROBERT FLETCHER
President

CONVENTION REPORT AND ASSOCIATION MINUTES

Minutes of a Meeting of the Executive held at the Royal Alexandra Hotel, Winnipeg, Monday, April 18th, 1927, at 8 p.m.

The President, Mr. W. W. McDonald, occupied the chair, the following members being present in addition:

Messrs. Wallace, Parker, Mountford, Bunzeluk, Neufeld, Motley, Pincock, Huntley, Cowperthwaite, Campbell, Russell, Miss N. Hallen, and Miss B. E. Hagerman.

The minutes of the previous meeting having appeared in the Western School Journal, it was moved by Mr. Pincock, seconded by Mr. Huntley, that they be taken as read. Carried.

The Secretary then detailed the steps he had taken as a result of instructions contained in these minutes and asked for approval of his action in insuring Convention employees under the Workmen's Compensation Act. This step had been taken after consultation with Major Newcombe, and in view of an accident that occurred in 1926. The insurance fee was \$5.00. Moved by Mr. Campbell, seconded by Mr. Parker, that the action of the Secretary be approved. Carried.

Messrs. E. K. Marshall and W. Sadler then appeared as representing the Manitoba sub-committee formed for the purpose of assisting in arrangements to be made for carrying on the Second Biennial Conference of the World Federation of Educational Associations, to be held in Toronto, August 7th to 12th, 1927. These gentlemen explained clearly the part Manitoba was expected to play and urged that the Association give such financial aid as its funds might warrant. After considerable discussion, it was moved by Dr. Wallace, seconded by Mr. Huntley that the Executive approved generally

the purport of the request and that a committee of three be appointed to bring the matter before the General Business Meeting of the Association on Thursday morning, April 21st. Carried.

The Chairman then appointed the following committee:

Dr. R. C. Wallace, Mr. J. C. Pincock, and Mr. E. J. Motley.

Dr. Wallace explained in reference to the usual reception held at the Parliament Building, that at the request of the Secretary, who was ill at the time, he had discussed the matter with the officials concerned and that it had been thought wise to omit this feature of the Convention for a year but that there was no intention to omit the reception permanently.

Mr. Marshall then read a communication from Mr. Roe of Brandon, to the effect that the City of Brandon extended a cordial invitation to the Association to hold its Convention for 1928 in that City, and asking that a delegation might appear before the Convention on Thursday morning. As a result of the considerable discussion that followed, Dr. Wallace moved, seconded by Mr. Cowperthwaite, that the Secretary be instructed to write to the City of Brandon, expressing thanks for the invitation and pointing out that while the general feeling of the Executive Committee did not indicate that the change of place would be in the best interests of the Association, the matter would be placed before the Business Meeting, and that the delegation was at liberty to appear before the Convention at that time. Carried.

Mr. Ferrier then appeared before the Committee and asked for support of a resolution concerning reported overcrowding of classes. He submitted some statistics compiled by his committee and, after discussion, was asked to hand his resolution to the Secretary so that it might go before the Committee on Resolutions in the usual way.

The meeting then adjourned.

Minutes of the Annual General Meeting of the Manitoba Educational Association, held at the Royal Alexandra Hotel, 9.15 a.m., Thursday, April 21, 1927.

The meeting was called to order by President W. W. McDonald, who then asked the Secretary to read his report. The Secretary then gave a brief account of the work carried on through his office throughout the year and drew attention to the tendency of the Association to attract to it other bodies whose aims were of an educational nature. He mentioned as examples the Manitoba Music Teachers' Association, the Canadian Red Cross, the Manitoba Public Health Nurses, and the Canadian Horticultural Society. All of these bodies were represented to some degree by membership in the Association, the Music Teachers' Association being in active affiliation. In detailing some of the activities of the year, the Secretary expressed his keen appreciation of the ready assistance and co-operation extended by so many of the members.

The President then called for the report of the Treasurer, Mr. E. J. Motley, for the year 1926-1927. Mr. Motley read his report, which showed receipts of \$2,519.07, and expenditures of \$1,831.06, leaving a balance of \$688.01. Moved by Mr. Motley, seconded by Mr. Neufeld, that the report be adopted. Carried.

Mr. Motley then gave a short account of the closing up of the Interim Retirement Fund and explained how it had been merged with the permanent fund now administered by the Government.

At this point, Mr. W. Sadler, representing the Manitoba Sub-Committee of the Canadian Committee of Arrangements of the World Federation of

Education Associations, and after outlining the objects of the World Federation, asked that the Association consider the matter of a grant towards the expenses of the Second Biennial Conference, August 7-12, 1927, to be held in Toronto. Mr. Sadler pointed out that in inviting the World Federation to Toronto, the teachers of Canada had undertaken a great obligation and that substantial help was needed from all branches of the teaching profession.

Following discussion, Mr. Motley moved, seconded by Inspector Herriot, that a grant of \$300.00 be made. Carried.

Mr. Motley suggested that it might be the wish of the meeting that the Retiring Executive should send a delegate to represent the Association.

The business meeting was then postponed for a short time in order that the members might hear the programme of the Manitoba Music Teachers' Association (affiliated with the M. E. A.). The President, Mrs. John Waterhouse, took the chair, and introduced Miss Eva Clare, Chairman of the Music Option Board, who read a short but most informing paper on The Music Option in Manitoba. Miss Marguerite Syme, a scholarship winner, then gave a piano solo, followed by piano and violin numbers by Miss Nettie Brown, and Fred Grinke, music option prize winners. Concerto for four violins was then played by pupils of the Waterhouse studio, Mary Gussin, John Kuchmy, Ralph Steiner, and Fred Grinke. Miss Phyllis McPherson, and Miss Anna Moncrieff, professionals, then favored the members with vocal and piano numbers.

With the resumption of business, the Chairman called upon His Worship Mayor Cater to speak on behalf of a delegation from Brandon. His Worship then invited the Association to hold its 1928 Convention in the City of Brandon and promised that the delegates would be well taken care of. The Chairman thanked His Worship for the invitation and considerable discussion followed. Eventually, Mr. Hodgson moved, seconded by a member, that because of its importance and of the

need for careful study of the changes involved, the matter be left for consideration of the incoming Executive. Carried.

Mr. E. K. Marshall then moved, seconded by a member, that the Association express its appreciation of the invitation. Carried.

Mr. Pincock then moved, seconded by Mr. Campbell, that this Association send one representative to the Second Biennial Conference of the World Federation of Education Associations, to be held in Toronto, August 7-12, 1927. Carried.

Moved by Mr. Laidlaw, seconded by Inspector Herriot, that the selection of the representative be left to the Retiring Executive. Carried.

Moved by Mr. Hooper, seconded by Mr. White, that the following report of the Committee on Honorary Life Memberships be adopted:

"I have to report that at a meeting of your Committee on Life Membership, held April 14th, in Dr. Fletcher's office, it was unanimously decided to recommend that the honor should be conferred upon that veteran, Mr. W. J. Cram, of Morden." Carried.

Mr. Laidlaw then moved the adoption of the report of the Committee on Nominations, seconded by Mr. Pincock. Carried.

(Note—This report appeared in the May number of the Western School Journal.).

Inspector E. D. Parker, Chairman of the Committee on Resolutions, then presented his report, and moved, seconded by Mr. H. McIntosh, the adoption of the following general resolution:

Resolved: That the thanks of the Association be tendered to the Hon. Charles Cannon for his address of welcome.

To Dr. George M. Weir, of the University of British Columbia, for his most stimulating and instructive addresses.

To the members of the Association who presented papers at the various sections of the Convention.

To Lady Aikins, Winnipeg; Mrs. E. J. Stansfield, Atwater, Saskatchewan;

Mr. D. B. McRae, Winnipeg; Professor John Matheson, Kingston, Ontario; Professeur A. C. de la Lande, St. Boniface; Mr. Robert Watson, Winnipeg; Rev. Father Morton, Winnipeg; and Miss Florence Lutz, Winnipeg; visiting speakers who gave addresses before the convention.

To students of Winnipeg schools for musical and choral contributions, and to the teachers who conducted them.

To the Manitoba Free Press and the Winnipeg Tribune for reports of convention proceedings.

To the Winnipeg Public School Board for exhibits, and for the use of equipment.

To the members of Association committees for work done throughout the year.

To the management of the Royal Alexandra Hotel for providing such a suitable meeting place for this Convention.

To the officers of the Retiring Executive for their efforts in planning and carrying forward the successful convention now drawing to a close. Carried.

Moved by Mr. Krawchyk, seconded by Mr. Hooper:

Whereas we consider the education of the child the most important factor in the building of our country, and we consider that all children should have equal opportunity of obtaining the best education possible.

And whereas we know that the present system of raising funds for education purposes on real estate property results in less money being available for educational purposes in some districts than is available in others;

Be it therefore resolved that the M. E. A. endorses the principle of a provincial levy for educational purposes. Carried.

Moved by Inspector Parker, seconded by Mr. Myers:

Resolved that this Association is of the opinion that the Provincial Government should assume the responsibility for the maintenance of Public Health Service in every part of the Province as is at present carried out by the

Public Health Nurses in certain places. Carried.

Moved by Mr. Burland, seconded by Mr. Ferrier:

That we view with dissatisfaction the present overcrowding of classes in some schools;

That we feel it is retarding the pupils' progress, hampering the teachers' efficiency, injuring the health of both teacher and pupil, and tending to create a false standard of promotion;

That this Convention in session appoint a Committee to investigate thoroughly the conditions in this regard, throughout the Province, and to take such action as in their opinion may be deemed necessary. Carried.

Notice of motion was given by Inspector Bartlett of amendment to the Constitution, as follows:

Resolved that at the Convention in 1928, the Constitution of the Association be so amended as to permit of one-half of the Executive holding office for two years in order to secure greater continuity in reference to familiarity with Executive details.

Mr. McDonald then adjourned the meeting and in a few concluding remarks thanked the members for the honor conferred upon him at the time of his election to the presidency.

A meeting of the Retiring Executive was held at the Royal Alexandra Hotel at 10 a.m. on the morning of Friday, April 22nd, 1927. The following members were present:

Chairman, Mr. W. W. McDonald, Inspector Bartlett, Inspector Parker, Miss N. Hallen, Miss Dora Faryon, Miss B. E. Hagerman, Mr. E. J. Motley, Mr. W. A. Cowperthwaite, Mr. J. C. Pincock, Mr. H. J. Russell.

The minutes of the Executive meeting held on Monday evening, April 19th, were read and declared correct.

The Chairman then asked the members for suggestions relating to the future work and the next Convention of the Association, and in the discussion that followed, the attached suggestions were offered:

(a) That Summer School functions held in co-operation with the Association be held in the Royal Alexandra

Hotel, should that be the convention headquarters.

(b) That an effort be made to have the annual reception by the Lieutenant-Governor continued.

(c) That it might be possible for the Manitoba Music Teachers' Association (affiliated with the M. E. A.) to provide an evening session.

(d) That the members be urged to attend the annual business meeting in greater numbers.

(e) That if possible the meetings of the Rural Conference and Training, Inspection and Supervision Sections be held on different dates.

(f) That the Committee on Resolutions meet somewhat earlier and post the resolutions to give opportunity for consideration.

(g) That a bulletin board be set up.

Mr. Pincock expressed his appreciation of the nature of the programme generally but suggested that in the next programme special attention be given to some of the acute problems facing country teachers.

Moved by Inspector Bartlett, seconded by Miss Faryon, that the Secretary be authorized to issue orders for payment of convention accounts following the receipt of vouchers. Carried.

Moved by Miss Hallen, seconded by Miss Hagerman, that the Manitoba Teachers' Federation be asked to contribute the sum of \$50.00 towards the expense of bringing Dr. George M. Weir to Winnipeg. Carried.

Moved by Inspector Barker, seconded by Inspector Bartlett, that the Association meet the expenses of Dr. Weir and grant him an honorarium of \$100.00 for services rendered. Carried.

Moved by Inspector Parker, seconded by Miss Hallen, that in accordance with instructions given at the annual meeting, the sum of \$300.00 be paid as a grant towards the expenses of the 1927 meeting in Toronto of the World Federation of Education Associations. Carried.

Moved by Mr. Pincock, seconded by Inspector Parker, that the Secretary be paid an honorarium of \$600.00. Carried.

Mr. Pincock voiced appreciation of the very fine way in which President W. W. McDonald had carried out his duties and thought that the Association would honor itself by sending Mr. McDonald as the representative of the Association at the World Federation meeting in Toronto. He moved accordingly, the estimated expenditure being \$200.00. Seconded by Miss Hagerman. Carried.

Moved by Mr. Motley, seconded by Miss Hallen, that as a committee had not been appointed at the general meeting as suggested in the resolution concerning overcrowding in schools, the Secretary be asked to communicate with the Manitoba Teachers' Federation concerning the matter, and that he be given power to add to his number for committee purposes. Carried.

Mr. McDonald then thanked the members for their work and support during the year, and declared the meeting adjourned.

General Notes

A number of sectional minutes books have not been returned to the Secretary. Early return of these will be appreciated, so that lists of sectional officers may be published in the September Journal.

The Secretary's books showed a final registration of nineteen hundred and five. This is slightly below the total of last year, but in the opinion of inspectors, the bad travelling conditions prevented a large number from attend-

ing. One member who started for the Convention on Monday afternoon arrived on Thursday afternoon.

During the past few months, many educational magazines have come to the Secretary's office. These have been remailed to country members.

Dr. George M. Weir, our visiting speaker, was a speaker guest of the Winnipeg Rotary Club during the course of the Convention.

Association members were the guests of the Canadian National Railways at a radio concert held in the Concert Hall of the Fort Garry Hotel on the evening of April 20th.

The following letter has been received from the Secretary of the Manitoba Teachers' Federation, Mr. E. K. Marshall:

"I am instructed by the Sub-Committee of the Canadian Committee on Arrangements of the World Federation of Education Associations to thank your Association for its contribution of \$300.00 towards the fund being raised in connection with the World Conference. The Committee is very grateful to your Association for this magnificent co-operation. You will be glad to know, I am sure, that Manitoba is likely to reach its allocation."

The announcement that Dr. Robert Fletcher had been appointed President of the Association was received with enthusiasm by the members and he is assured of hearty support during his term of office.

Children's Page

Weathers

This is the weather the cuckoo likes,

And so do I;

When showers betumble the chestnut spikes,

And nestlings fly:

And the little brown nightingale bills his best,

And they sit outside at "The Travellers' Rest,"

And maids come forth spring-muslin drest,

And citizens dream of the South and West,

And so do I.

—Thomas Hardy.

The River

Why hurry, little river,
Why hurry to the sea?
There is nothing there to do
But to sink into the blue

And all forgotten be.

There is nothing on that shore
But the tides for evermore,
And the faint and far-off line
Where the winds across the brine
For ever ever roam
And never find a home.

Oh linger, little river

Your banks are all so fair,
Each morning is a hymn of praise,
Each evening is a prayer.

All day the sunbeams glitter

On your shallows and your bars,
And at night the dear God stills you
With the music of the stars.

—Frederick George Scott.

EDITOR'S CHAT

Dear Boys and Girls:—

Once again the sun has flashed a message, the birds are carrying it, and the very winds are blowing it, "Holidays are coming, Holidays are coming." Not a boy or girl but has their ear to ground to hear this happy sound. I can just picture how all over the land school room doors are opening and happy people tumbling out racing and singing away from work, away from examinations, away from long hours over books out into a free world, where the sun shines all day, and there is nothing to do. Why I believe I can hear you singing it, "Nothing, nothing, nothing to do."

The first morning you wake up after school is out you will probably spend wandering around the garden, playing ball with the boys next door, or exploring the barn, or the creek or the wild strawberry patch. But the second morning, you will have a sort of a "well what shall I do to-day feeling?" Probably your best pal has gone off on a holiday; or the girl next door has to help her mother, or all the boys and

girls you know have gone to a picnic. What will you do then? I'll tell you. See if there isn't some little job in the garden first. There are nearly always weeds to pull, or grass to rake, or vegetables to gather, and you can be a great help doing any of these things. If the currants are ripe you could gather a few that later you would be glad to eat in a pie. Then how would it be if you gathered flowers for the house and filled the vases. And I don't mean 'filled' when I say that, crammed, in the way some people cram flowers. That isn't beautiful. You just try and see how lovely you can make a few flowers look. If you haven't one of those interesting china or glass things full of holes to stand the flowers in try this method—in the middle of your big bowl, (it may be the mixing bowl or even a tin) place a small glass, in this put a few flowers and a little green loosely arranged; then in the rest of the bowl place the rest of your flowers, cut short enough so they won't fall out, but not so short that they are lost in the water. Try arranging a bowl of

nasturtiums this way, and see how they look. Petunias too are lovely. Mix sweet peas with green feathery carrot tops, loosely in a bowl or vase, and you will be surprised how lovely they are. Then how about a bunch of flowers for each sick person in the village? or the hospital? Don't make big bunches, but small dainty bunches and take them often. Remember not to put marigolds or flowers with a rank perfume in sick people's bouquets. A few pansies, with a little of their own green, or sweet peas with carrot green, or mignonette; any of the lovely flowers you grow for yourselves, sick people would like. Now I know these things because when I was small I used to take prizes for flower bouquets at the Fairs, and when I took flowers to the hospitals people loved them.

Now here's another thing to try for the long summer days. You get your best story writers from school and get them together writing a play. Take any story you like, a fairy story like Cinderella, or a part of history like the story of Mary Queen of Scots, or Bonny Prince Charlie, or Sir Walter Raleigh and make a play out of it. Get your friends to take the parts, have rehearsals, make up the costumes as best you can, and finally some fine night or afternoon, give the play on some one's lawn, and if you charge a small admission you might buy ice cream and serve that at the end of the play, or give the money to some favorite

charity, like the Junior Red Cross or a Fresh Air Camp.

If you can't write a play buy one and do the best you can with it, you will have a lot of fun. You might get one of the following plays:

The "Little Women Play," Gould, published by Little Brown & Co., Boston. The "Wild Animal Play," Seton-Thompson, published by George N. Morang & Co., Ltd., Toronto. "Children's Classics in Dramatic Form, Book III," Augusta Stevenson, Houghton Mifflin Co., Chicago. "Saxon and Norman," Macdonnell, The Musson Book Co., Toronto. "Alfred the Great," Macdonnell, The Musson Book Co., Toronto. "Robin Hood," Macdonnell, The Musson Book Co., Toronto.

These are just a few of the things you might do to fill in odd minutes and help to make the holidays really perfect.

Well, whatever you do, wherever you go, I hope you will all have the best holidays ever, and if anything in the Children's Page this year has helped you to open your eyes and ears, and see and hear the beauty around you, I am glad. Remember holidays do not mean laziness, they are the time of all times to learn about things that are not in books, flowers, and insects; animals, birds, bees and people—all the world outside is your book, see that you learn something from it. Happy happy holidays to you all.

CONFEDERATION

Before this magazine appears in your schoolroom you will have celebrated the Diamond Jubilee of Confederation in the schools. You will all be so wise about Confederation and what it means that I am sure no one could tell you anything, but you will be just brimming with information yourselves. This is a good thing, because it is a wonderful thing to know something of your country's story. Our story is so short, that we all may know it. Think of England's story though, so long, away back to the days of Picts and Scots, and

Angles, Saxons and Danes! Think of the long ago story of Norway, Sweden and Denmark, when the vikings sailed from those lands in their high prowed boats and searched for gold and tin and precious stones, and sometimes fought against the people whose lands they raided. Think away back to the early days of Iceland, when brave men settled on a tiny island of ice and snow and founded a nation; think back to the early days of France, when it was known as Gaul, and when hundreds of years before Christ was born the Gauls

fought with early Greeks that you read about in legends; think back to the early days of Scotland, when the wild border men fought with clubs against their enemies. These are long long ago stories, and these stories belong to Canada as well as to these old lands, for these men who lived and died before any one even knew there was a land in this great Western ocean, are our ancestors. From them we have inherited our dark or fair hair; our small or large bodies; our brown or blue eyes. Some of us have the blood of many different races in our veins. Some of us are Scotch and English; some are Irish and French; some are Icelandic and Scotch; some are Swedish and Irish, and from all these long ago people we have gained something. In the days to come, when Canada has become a great nation and a Canadian will be just as easy to know by sight as a Frenchman is now, it will be because we have blended in us all these

great races with histories that reach as far back in the past as we can trace. All the many people of many tongues that are now living on our prairies will have lost their foreign speech, and have no home but Canada; they will be Canadians, and they will have brought to Canada some gift from the land of ancient history which they left. When Canada's hundred year jubilee comes, we will find not different people living under our flag, but one people, the Canadians, with a history reaching far back into the long ago days of history.

The Story of Confederation

Don't forget your competition boys and girls. There will be no chance to judge of the prize winner till September, but send in your stories before school closes and you will receive the prize in the September number of the Journal.

TO THE NORTH POLE BY AIR

For hundreds of years men have been exploring the regions round the North Pole; but, until last year, only one man—Admiral Peary—ever reached the Pole. It was in the year 1909 that this brave and daring explorer, after struggling on for months with dog-sledges, over ice and snow, reached his goal. Then seventeen years passed by without a single other explorer finding his way to the Pole. It is therefore an amazing thing that in May, 1926, within three days, twenty men flew over the North Pole in two different kinds of flying-machines.

Richard E. Byrd, an American, with his pilot, made the flight in an airplane; and Captain Amundsen, the great Norwegian explorer, with a party of seventeen men, flew over the Pole in a large airship, called the "Norge." Both parties chose, as their last starting-off station, Kings Bay, in Spitzbergen, seven hundred miles from the Pole; and it was there that they met.

Kings Bay is a lovely place of ice and snow, gleaming in the yellow light of the midnight sun; but the huge ice cakes and bergs in its harbour kept Byrd's vessel from coming within three hundred yards of the shore. How to land his airplane was the problem; and it was only with the greatest effort, and after taking the most serious risks, that his men carried out the task. The "Norge," which had made a great flight all the way from Rome, reached Kings Bay a few days after Byrd's party.

On the 8th May, when everything was ready for Byrd's flight, he and his pilot climbed into their machine; but, alas! it failed to rise, and was nearly smashed to pieces in a snowdrift. The weary, heartsick crew dug the airplane out of the snow, dragged it up the slope again, and set to work to make the runway longer and smoother, and the plane lighter. By midnight it was ready once more; its engines roared

into action; and this time, with a graceful swoop, it raced down the slope and glided into the air. Straight towards the midnight sun it sailed—a tiny speck in the golden light.

Soon the land was left behind, and Byrd and his pilot were speeding at the rate of ninety miles an hour over the glistening icepack. There were no landmarks to guide them; the compass was useless so near the North Pole; they had to steer by the sun, moon, and stars alone. They saw no sign of life of any kind on the ice, or of the land they had thought they might find.

When they were about a hundred miles from the Pole, a leak was noticed in the tank of one of the three motors. "That motor will stop," wrote the pilot—for the noise of the engines was too great for the men to speak to each other. With the prize in sight, would they have to turn back? Byrd's eyes were glued to that leak as he speed on; and at 9 o'clock in the morning the Pole was reached. There was nothing to be seen but endless fields of ridged, rough ice spread out beneath them; and, after taking the first pictures of that lonely scene from the air, they started back.

Luckily the leak stopped, and they made the return trip at the rate of over a hundred miles an hour. Their steering was so correct that it led them straight to Kings Bay; and it was with deep thankfulness that the two men saw the tiny village come into view. How easily they might have strayed far enough from their path to have missed their goal, and to have been hopelessly lost in that cruel world of frozen snow! At half past three in the afternoon, just fifteen and a half hours from the time of leaving, their anxious, waiting friends were carrying them, in the wildest joy, down the snow runway.

Two days later the great "Norge," with eighteen men on board, rose into

the air and set off on her adventure. Every hour or two after she left, she sent back wireless messages, showing that she was boring her way steadily northward; and sixteen hours from the time of starting, the Pole was reached. The "Norge's" message from the North Pole was read a few hours later in American newspapers—the first direct word to come from the top of the world!

After a short stay at the Pole, during which three flags on pointed rods were dropped on to the ice, the "Norge" sailed on—not back to Kings Bay, but towards Alaska. During the next two days she had great trouble with fogs, clouds, winds, and ice that seemed as if it were going to cut her gas-bags in two. The crew suffered from the intense cold; ice put the wireless out of order; and the food was frozen.

At length the coast of Alaska was sighted, and the explorers, fearing that they might be hurled against the side of a mountain, looked long and anxiously for a landing. In the end a place of safety was reached, the "Norge" having flown two thousand seven hundred miles since she left Kings Bay, and having explored vast tracts never before seen by the eye of man.

These two great trips show that, by taking to the air, man can force his way into regions where he could never go on foot. The chief difficulty is to find a landing-place for a plane. This could be overcome by inventing a plane that could land on snow, ice or water. It is also now known that the only land, if any, near the North Pole must be islands of no great size. If there are any such, they will be useful as stations for the flying-machines of the future, which will doubtless use the North Pole passage for making short, quick flights across the world.

PIGEON HERO PASSES

A hero of the late war, cited in an order of the army and decorated for exceptional bravery at Verdun, died recently of old age. He was 10 years old.

"His name was Carrier Pigeon No. 18314 A. F. and attached to one of his legs he proudly wore a ring, equivalent to the Medaille Militaire, awarded to him in June, 1916, with the following citation:

"On three different occasions, during the battle of Verdun, under heavy fire,

insured the rapid transport of very important messages. In particular carried to headquarters the communications of Maj. Raynal, defender of Fort Vaux, on June 3, 1916, at a time when the major's troops, completely surrounded, were deprived of any other means of communication. The flights were done under most unfavorable atmospheric conditions."

Since the armistice the pigeon had been kept as an honored hero in the army dovecotes.

DOG ADOPTS BLIND PEDLER

A good friend of animals who passed the winter in the South informs us of a strange attachment formed between an unknown, homeless dog and a blind colored man. The man makes his living upon the streets of the city by selling lead pencils. A few weeks ago the little dog came from—no one knows where, and stationed himself beside the man and stayed with him till the end of the

day. When the blind man started for home the dog went with him, taking hold of his coat at the street crossings and conducting him safely over. This he has continued to do with daily regularity until the pair have become inseparable companions. The Humane Society recently voted to buy the dog a collar and to provide him with a license.

Health Department

(Prepared by the Public Health Nurses' Department, of the Manitoba Provincial Board of Health)

Rules for Summer

1. Take no chances with boats on water or autos on land.
2. Don't attempt to get tanned in one day.
3. Don't drink questionable water while travelling.
4. Keep cool with fruits, vegetables, milk and ice-cream.
5. Make your vacation a time of rest and relaxation.

—Hygeia.

The Summer Health Conference for Pre-School Children

During the summer months children's health conferences are held at some of the Summer Fairs. These

health conferences were first held for the benefit of the babies, but have been developed to afford parents an opportunity to have their children of pre-school age receive a thorough physical examination by a child specialist.

If each child received such an examination, and had remedial defects corrected by the family physician before starting to school, think what a gain there would be in the work of education and health protection in the schools. It is an aim that every health worker is striving for, and with constant effort may yet be attained.

"It seems somewhat of an anomaly, an arraignment of all our scientific endeavor, our beneficent intentions, that the standard of the normal child

is as yet an illusion, a fantasy into which it is necessary that we blow the breath of life, demanding that the normal child become a possibility.

Our ideal is not only a child free from disease, it is also a child made free to develop to the utmost his capacity for physical, social and mental health. This means liberty to grow, the modern idea of education. Since conditioned environment is essentially the basic feature of our best modern education programs, the conditioning of the child's environment from babyhood to adolescence, with respect to food, clothing, housing, fresh air, baths, exercise and rest, must be considered his elementary rights. But the development of standards with respect to these things in relation to the child's health should be by the best scientific and educational authorities."

—Herbert Hoover,
American Health Congress.

Health Alphabet

- A** is for apple, round, rosy and red.
- B** is for brown, the best kind of bread.
- C** is for carrots so tender and sweet.
- D** is for dates we all like to eat.
- E** is for eggs which the mother hen lays.
- F** is for fruit we should eat all our days.
- G** is for grapes which grow on a vine.
- H** is for Health which will always be mine.
- I** is for iron we get in our foods.
- J** is for jelly from fruits which are stewed.
- K** is for kitchen, so neat and so clean.
- L** is for lettuce, so crisp and so green.
- M** is for milk, sweet, fresh and pure.
- N** is for nuts, good for us I am sure.
- O** is for orange and for oatmeal too.
- P** is for potatoes, best always when new.

Q is for quince that makes jelly so nice.

R is for raisins we like on our rice.

S is for spinach, tastes best in the spring.

T is for turnip, another good thing.

U is for useful we should all try to be.

V is for vegetables for you and for me.

W is for water, four glasses a day.

X is for exercise, out of doors we will play.

Y is for yard stick which measures our height.

Z is the end, for Good Health we will fight.

—Public Health.

"Paint Cheeks From Inside"—Advice to College Girls

The advantage of correct shoes, clothes and posture were explained to Barnard College girls at the third annual health week held recently at the College. The students were told that tennis racquets, baseballs and fruits "paint cheeks from the inside out," and are better than rouge, lipstick and powder.

Kindergarten Cafeteria

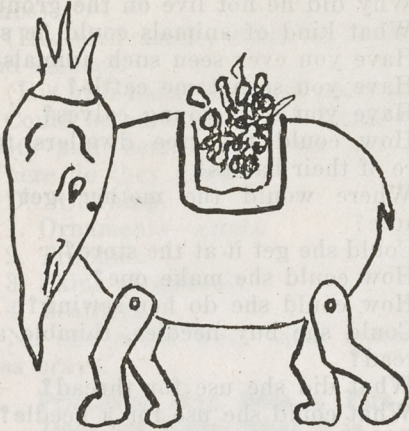
A device to interest kindergarten children in good food selection comes to us from Nebraska. The teacher cuts out all kinds of pictures of foods, good, bad and indifferent, and places them on a long table. Then she gives each child a little wooden plate and tells him to select a meal. The children take their selection to their little tables and the nurse goes around and discusses each meal as to whether the child has selected the proper food and the amount of the various things selected that he is to eat. The youngsters consider it a great sport.—National Tuberculosis Association Bulletin.

Three Vegetables a Day

This sketch is designed to teach children the wisdom of eating two

vegetables a day besides potato. The elephant's body is made of potato, his trunk of a carrot and he is carrying some spinach.

—Hygeia.



The Vegetable Chart

A very interesting idea for encouraging children of primary grades to eat vegetables has been worked out by Miss M. Clark of the Brandon School Staff.

A division of the black-board is used for the chart, which is made by ruling spaces, and placing large colored pictures of vegetables along the top in each space forming a centre for each kind of vegetable used. At the left hand side a space is given for the days of the week, with ruled lines to divide them. The number of children is placed in the centre for the day under the picture of the vegetable taken.

Signals of Courtesy

Aim:—To teach a correct standing position.

1. Stand straight and tall.
2. Head up.
3. Chin in.
4. Chest high.
5. Close fingers of left hand over right index finger.
6. Heels together, toes straight ahead.

If a soldier you meet
When you pass down the street
He will salute you so
(Correct military salute).

If you lived in the day
When brave knights held sway
They would salute you so.

(Draw sword, bow as knights of old saluted. Place right hand on left hip, action of drawing sword, from scabbard, with heels together make deep bow, point of sword almost touching the floor; rise raising sword aloft; replace sword in scabbard).

In the Colonial Reign
Fair maid and brave swain
Would always salute you so.

(Girls courtesy. Boys bow low, heels together, right hand over heart, left hand at back).

Should you meet a boy or maid
Of the Health Crusade.
They will salute you so.

(Girl bows, says good morning or other salutation. Boy raises head and says same).

Elementary

SOCIETY STUDY IN GRADES I. II. and III.

Suggestions on Work for Grade II.

The work of Grade I. should deepen the child's appreciation of his family because he has been made conscious of how much they help him. He has also learned that each occupation has a definite relation to himself and that his own family could not supply his needs without help from others. His

appreciation of "Working together" has been strengthened in his daily experience in classroom and playgrounds. His knowledge of pet animals, experience in connection with school or home gardens, knowledge of what is done on a farm and what we get from a farm lead him to see that we

are all dependent in many ways on vegetation and animals, wild and tame. His world has grown larger. He feels more at home since he can appreciate what the conspicuous elements in his surroundings are "good for" and that he is a helper in community life.

His emotional life has expressed itself in helping to celebrate birthday of schoolmates, the holidays of the nation, and in trying to get the viewpoint of the person whose action he tries to interpret. He has learned how to appreciate sympathetically people unlike himself.

The aim in the second year's work is to see that children gain definite ideas of how progress toward better ways of living is made possible. One of the simplest ways of bringing about this result is the study of primitive man and his environment and the problems which confront him.

There is such a contrast between conditions under which primitive man lived and the children of to-day live, that a child sees the difference at once. In making comparisons he is constantly using the experience he gained by his first year's work. Every activity of primitive man appeals strongly to the child because he is interested in how food is obtained, how it is prepared, how shelter is secured and how the dwelling and clothing are made.

He is more than willing to go on an exploring expedition to find nuts, berries or roots that are good to eat. In these excursions he is getting valuable experience in regard to his own natural environment and laying a foundation that will make him a more intelligent student of both History and Geography. He is prepared to see that the inventor of a new tool or the discoverer of a new process, that makes life easier, is a hero.

The child can see that even in the early tribes there was great co-operation.

The following may prove suggestive for Grade II. after a rapid review of Grade I. work is taken.

A. The appearance of the tree dweller's country. (Use sand table to picture.)

1. Dense forests.

2. River valleys.

3. Wooded hills.

B. How the Tree Dweller Lived.

Questions:

Why did he not live on the ground?

What kind of animals could he see?

Have you ever seen such animals?

Have you seen tame cattle?

Have you seen young calves?

How could the tree dwellers take care of their babies?

Where would the mother get the cradle?

Could she get it at the store?

How could she make one?

How could she do her sewing?

Could she buy needles, thimble and thread?

What did she use for thread?

What could she use for a needle?

Did the children go to school? Why not?

What would the children need to learn?

(There were no books, there were no newspapers; so of course it was not necessary for them to learn to read).

Suppose you were a primitive woman. What would you want to teach your children?

C. Food.

Questions:

Where would the tree dweller get his food?

(There were no gardens or farms or markets).

What could he find growing wild? (Fruit, nuts, roots).

How could he get eggs or meat? (Bird's eggs, young animals).

Could primitive man have veal?

How could he remove the skin of an animal?

Have you ever seen a stone knife? Where?

Have you ever seen cattle drinking from a stream?

Have you ever seen anyone milking cows?

Could primitive man milk the cows he saw?

(Give children an opportunity to ask questions and other children an op-

portunity to answer. Stimulate curiosity in all directions).

What tools did he use in getting foods?

(His own hands; claws of animals; clubs).

(His own teeth; teeth of animals; and stones).

(His own nails; bones of animals).

Could he cook his food? Name some roots and berries that we eat raw. Where do they grow?

D. Clothing.

1. Ornaments—kinds.

2. Trophies.

3. Skins of animals.

4. Feathers.

No one could wear them unless he was brave.

II. Primitive Man Sees a Fire and Does not Know what it is.

Questions:

Suppose you were a tree dweller and had never seen a fire, and then one day you saw a whole forest ablaze; what would you think it was? What would you fear most if you were a tree dweller?

Have you ever seen a fire that was not made by man?

A. How a fire might be produced when no man knew how to make it and there were no matches?

1. By lightning.

2. By volcanoes.

3. By falling rocks.

4. By friction of dry bamboo stems with high wind.

B. Traditional stories and myths telling how people obtained fire.

1. Greeks believed it came from Heaven. (Story of Prometheus).

2. Some tribes in Pacific Islands still think it was brought up from lower regions by their god, Massi, who learned the secret of making it by rubbing two sticks together.

3. Natives of Tonga Islands still believe that the god of the earthquake is also a god of fire.

4. Some American Indians say that when the buffaloes galloped over the prairies they set the grass ablaze by the sparks from their hoofs, and that was the first fire.

5. Scandinavians believed that the god Thor, held a mallet in one hand and a flint in the other and with them made a fire.

6. Ancient Peruvians believed that one of their gods hurled stones with a sling. They called lightning flashes "the god's children."

III. Primitive Man Learns to Save Fire and Use it.

A. What he learned to use it for?

1. He could warm his body with it.

2. He could dry his clothing with it.

3. He could conquer animals with it for they were afraid of fire.

4. By means of fire he procured a cave for a home and so he could live more comfortably.

5. He could cook and preserve food with it.

(a) Boil food.

(b) Bake meat.

(c) Dry fish.

(d) Smoke meat.

6. He could drive away insects.

7. He could drive away venomous serpents.

8. He could clear forests and jungles of malaria by fire.

B. Result—A degree of co-operation.

1. Because people collected around the fire in groups.

2. Then people learned how to live together and be of service to each other.

Questions:

Suppose all our fires should go out some day and no matches could be found and no one could remember how to make a fire.

What would you eat? How would you heat your house? How would you light the streets?

Could you ride on the railroad trains?

Name all the ways in which we use fire.

IV. Primitive Man Learns How to Make Fire.

A. By friction of sticks.

1. Moving with the grain (plowing).

2. Moving across the grain (sawing).

3. Twirling.

B. By striking stone containing iron, with flint.

(To be Continued)

Rural School Section

A SERMON ON FRILLS

About ten years ago a little lady went up into the northern woods, to a lonely cottage in a lonely schoolyard, to humanize, civilize, Canadianize forty sullen, scowling, Polish children. This was her best attempt to do her bit for "King and Country"; because a mere woman could not go out and kill somebody. It would not be ladylike. Not being of the type to shine in ballroom, she took her recreation in a programme of frills. Her first lesson was with soap and water, the next with thread and needle. After that, in any old order, came games, songs, folk dances, pattern-making, cooking, knitting, and—oh well, just one fool frill after another. Of course she did teach the three R's too; and strange to say, in spite of all the time she wasted in frills, her children easily led the schools of that territory in any book subject you chose to name. She had the faddish idea that a pupil learned far more readily by doing, by handling things, by observation and experiment, than by being told, or by reading it out of a book. Of course this is very ridiculous, but if you could have seen those children you would have almost believed there must be something to the idea.

They sewed and knit so that the younger boys and girls could come to school in winter; then they sewed for their poorer neighbors; then for "our Canadian soldiers." For almost as soon as they learned English, they learned that they were Canadian, and proud of it—oh so proud. They had also learned to play fairly—to laugh instead of quarrelling; to sing instead of fighting. They had learned more of domestic arts than their mothers knew—On my visits, the teacher was usually too busy to get the dinner, and usually sent over two of the girls to prepare it. And such dinners—I never missed one if my orbit lay within a reasonable range of the district.

Among other frills was the Boys and Girls' Club. They tested their own cows, calculated percentages, figured out whether Bess or Brindle was in arrears for board that month. They studied Botany in an awfully faddy way too. They would take samples of seed grains and germinate them in damp sawdust or some such place, and calculate the percentage fertility. If this was low they would warn the farmer who intended to use it. They sent away for some early ripening wheat and barley, made experimental plots, selected the best seed for next year; and—no; honest to goodness, this is not a josh I'm throwing at you—Well, in two years this backwoods district was taking first prize at Winnipeg and Brandon on the grain, and filling orders from a Winnipeg seed company. How they did it, I cannot imagine—and lead in the three R's as well. It's entirely irregular you know, and all that kind of thing!

On reflection, I think this little lady will make a most excellent text for a sermon on frills. The more I think it over, the more I think that our "frill and fad" theories need revision. Let me direct your attention to Exhibit 2. He called on me one Saturday afternoon, to tell me that he had just signed on at school. I knew that already. The baseball fans had concentrated their persuasion on the board; because this teacher was needed in the fierce struggle for supremacy which we were waging with our rival town, down the line. I gently but clearly explained that school hours were from 9 to 4, and advised that he decline all engagements during this period. He had not the moral courage to refuse "the boys," at 2.30 the following Wednesday. I promptly advised him, on next occasion to take his trunk along when he went. Which he did.

Exhibit 3 was a beautiful young lady, very orthodox on the matter of

fads. She was "strong on the fundamentals," she believed, and orthodox in her hatred of sewing, gardening, Boy's and Girl's Clubs, Nature Study, or having to go out and play with the brats. So that on the whole she might have passed as normal; but unfortunately, the children would make excuses to avoid going to school; and even play truant. They were learning nothing so that even the solid old school board concluded she must be a frill—So they "let her go." And she jazzed so divinely, and could Charles-ton, too.

Exhibit 4 was devoted to three fundamentals: His pipe, Spelling, and Arithmetic puzzles. (These are named in the order of his excellence in handling the subject.) On No. 1 he left nothing to be desired. On 2 he was strong, but his specialty was such

words as homunculus, nunciature, infuriation, and other words which you would not care to say to a man in polite society; so that he failed to receive appreciation. He doted on Arithmetic where the hound had to catch the hare; or where the father had to discover his age by making the son tell how old he would have been last year if he were half as old as his cousin, if the cousin were twice as old as his younger brother will be in three years. Then from this clue, the father worms out of himself the reluctant fact that in six years from now he will be twice as old as he was twenty years ago. But the children did not learn anything from him; so he had to pack; with the label Frill.

To come to the point—what is a frill? Well, you just watch the fellow who is always talking about frills. You will find that he is worth watching—and that's just exactly what he is worth.

FOLLOWING INSTRUCTIONS

During the past year the writer has been administering a large number of tests in rural schools which can be taken as generally representative of the various elements of our school population, and the prevailing conditions in our rural schools. The following observations are requested a very serious consideration by rural teachers:

Many of these questions had to be answered in an unusual way, by a check mark, by underlining a word, or some such simple response, requiring careful attention but involving no difficulty beyond the ability of the normal child of five, or six at most. Yet the sum of our results showed that a large portion of the failures were due not to inability or lack of knowledge, but to faulty discipline in following instructions.

The checking in Grades 5 to 8 was done by the pupils, on a system of circular exchange, passing papers to the left, or forward, so as to avoid direct exchange which seems to prevail in the great majority of schools. We found that the most careful directions as to

the exchange were seldom effective in preventing some mixup in the exchange, by at least some pupils.

The following directions were given for scoring: Put "R" on each correct answer. Do not put any mark on the wrong answers.

When you have finished marking, count up the correct answers; write down the number correct, at the bottom of the paper; and draw a circle around it. These directions, carefully repeated and illustrated, did not prevent many pupils from marking both right and wrong. Some counted the wrong answers as the score. Some marked and scored only the errors.

The importance of such inefficiency did not greatly impress the majority of the teachers of such rooms. They were most concerned to explain to me that the pupils would have done much better if they had been accustomed to that type of question. No doubt they would. No doubt most people would get through the world without disaster with a benevolent despot at hand to

spoonfeed, plan and arrange their activities, put sign posts at all the roads, and station sentinels, to enforce obedience to the signs. The trouble with many schools is just that. The work is all arranged, labeled, and set round with such directions and inhibitions, that the pupil develops no initiative, mental or moral; and when brought face to face with a new problem, of thought or conduct, he is impotent.

Rote or routine methods will never train a thinker. The pupil must be trained to face situations as they arise, if he is to rise to a level above Mob Psychology. This is a most fundamental and serious problem, on which

teachers and educators should seriously ponder.

As a start the pupils might be drilled into prompt executions of such orders as "Grade 4 — Attention — Ready — Stand. At the word One hold up the right hand; at the word Two hold up the left. Odd numbers one pace to the left; even numbers one pace to the right."

Also such matters as all the members of a class taking their places at a black-board without disorder or confusion. The generally neglected detail of sitting at attention for roll call on school assembly, would itself yield much needed training; but many teachers avoid roll-call "to save time."

League of Nations

FROM VERSAILLES TO LOCARNO

Article 9

(By D. C. Harvey, University of Manitoba).

The Peace of Versailles was a compromise between idealism and the French demands for security and reparation. The Covenant of the League of Nations had been included in the Treaty on the understanding that there would be an Anglo-American-French security pact; and the same treaty had included Germany's forced acknowledgement of responsibility for the War and of responsibility for reparation up to the limit of her ability to pay.

The failure of the United States to ratify either the Treaty of Peace or the Security Pact almost destroyed the usefulness of the League and as a result the next six years were in part occupied with the efforts of the European powers alone to provide this security for France and thus remove the fear and suspicion that threatened further war. This work may be outlined in three stages: the Treaty of Mutual Assistance; the Geneva Protocol; and the Locarno Pact.

From 1919 to 1923 an effort was made by Clemenceau, Briand and Poincare on the one side and Lloyd George and Lord Curzon on the other to negotiate a Treaty of Mutual Assistance. They hoped to achieve security by by undertakings to assist a country restriction and control of armaments, attacked—such assistance to be assured through regional treaties and alliances with a view of limiting general responsibility, the basis being a treaty between France, Great Britain and Belgium against Germany. This plan was rejected by the Macdonald government because it objected to the principle of regional treaties, demanded a universal pact, and took its stand upon the arbitration of all disputes.

In 1924 the Geneva Protocol was put forward as a solution of the problem. This document outlawed war as a means of settling disputes, insisted upon compulsory arbitration, defined an aggressor as one that would not submit its case to arbitration, and called upon

all members of the League to unite against such an aggressor, allowing, however, for different degrees of assistance in accordance with geographical and military circumstances. This plan also broke down on a change of government in Great Britain. She now felt that arbitration in all cases was as yet impossible, and that she could not assume general responsibility for peace throughout the world. Other objections were taken to clauses in the Protocol that seemed to stereotype the settlements of the Peace Treaty, to the restrictions upon the distribution of armed forces, and to the Japanese amendment which seemed to threaten the immunity of domestic questions provided for in the League Covenant.

Austen Chamberlain argued that the Protocol did not strengthen the League as it was designed to do, but still left the feeling of insecurity in certain vital quarters of Europe. He saw a solution in "knitting together the nations most immediately concerned and whose differences might lead to a renewal of strife, by means of treaties framed with the sole object of maintaining between themselves an unbroken peace." This, with developments in Germany, led to Locarno.

In the meantime Germany herself had been feeling the need of security. In December, 1922, she had suggested that the Rhine Powers, with the United States as guarantor, should bind themselves for thirty years not to declare war on one another without a popular vote. In May, 1923, she offered to bind herself to settle all disputes in a peaceable way if France would evacuate the Ruhr. A similar suggestion was repeated in September, 1923; but as Germany

had defaulted in reparations and had, as many thought, deliberately wrecked her currency, her sincerity was doubted.

But in January, 1925, Chancellor Lather, in reply to a fiery speech from Premier Herriot of France, reopened negotiations by saying that Germany wished a pact as she also felt the need of security, that she favored the Protocol but thought that acute problems should be settled first. This suggestion was so much in accord with that of Chamberlain that a solution was now possible. Hence the Locarno Conference.

The Locarno Conference resulted in a series of treaties: a treaty of mutual guarantee between Germany, Belgium, France, Great Britain and Italy; arbitration conventions between Germany and Belgium, Germany and France, Germany and Poland, Germany and Czechoslovakia; and treaties of mutual guarantee between France and Poland, France and Czechoslovakia. All these agreements were to be regarded as supplementary to the League and to come into force only on Germany's admission to that body.

The Locarno Pact is an advance on the condition of the League in that it involves definite responsibility for specific regions, it gives both France and Germany security, it brings Germany into the League and prevents a Russian entente against the League, it signifies the voluntary acceptance by Germany of the boundaries of the Peace of Versailles, and it recognizes the principle that disputes should not be settled by force. As a whole it strengthens the ultimate influence of the League and in more than one sense it can be said to have ended the war.

News and Gossip

A GREAT RALLY

The sun poured through the great windows into wide spaces between huge pillars. Across the empty floor they came, company after company, Girl Guides and Brownies, rank behind rank, each one stepping out and looking her soldierly best.

For an hour they had been gathering, and anxious Brownies arriving late had been 'guided' to their own company. Here squatted a group of tiny things under a big brown umbrella crowned by a wise looking owl; here another party gathered around a large pink toadstool, and farther back stood the blue ranks of the older Guides. The occasion? The monster review of Winnipeg Girl Guides by Her Excellency the Viscountess Willingdon on her recent visit to Winnipeg. The place? The as yet empty fourth floor of the Hudson's Bay Stores. It was a great occasion, and the pity was that more people could not have seen the whole affair.

Escorted from the centre door of the new store through long lines of on-lookers who crowded every available inch of space, by Mrs. Dennistoun Chief Commissioner for Manitoba, Mrs. D. A. MacKay, Mrs. T. B. Sharp and Miss Hesson of Winnipeg, and Mrs. White of Portage la Prairie and Mrs. Bonnycastle of Dauphin, Her Excellency ascended to a curtained space on the fourth floor where she was received by the guard of honor, eight smart Guides, each wearing many badges, and the commissioners and secretaries for the Winnipeg District. After cordially greeting each one Her Excellency took up her position at the reviewing point and to the music of the Salvation Army Band the march past began. Under the orders of Marjorie Glasgow, Captain for the day, each company marched past in perfect order, officer's hands at the salute and all 'eyes right'. It was a study to watch the passing faces. Every type and

every shade. Here a dark skinned dark haired little Italian; there a flaxen haired little Saxon with long fair curls; then a kinky haired little darky, and an olive skinned black eyed Jewess. Cheeky faces, solemn faces, earnest faces; laughing, pouting, serious faces. Each one doing her level best to keep time, to keep 'eyes right' and to get a good look at Her Excellency! Ahead of them marched their Captains, sweet faced, serious happy looking women, with their young officers following them, each supremely conscious of her company, and hoping that they were measuring up to the standard. After the long blue lines had marched past, and quietly and without any confusion regained their places, Her Excellency visited the Brownies' lines. Here she was treated to their 'yell' a strange one that begins in a whisper, as they all crouch on the floor and rises as they rise until it ends in a wild yell as standing on tip toe with arms raised at full length over their heads they finish their brown owl call, Tuwhit, tuwhit, tu who o o o o! At the close of Her Excellency's speech, and after her presentation of the Medal of Merit to the Chief Commissioner Mrs. Dennistoun, rousing cheers were given for Lady Willingdon, His Excellency and Mrs. Dennistoun. The singing of 'O Canada' finished one of the most interesting reviews ever held in Winnipeg, and all the 2,000 dispersed to get hats and coats without a break in their orderly ranks, with no confusion, and with perfect discipline.

To one looking on many thoughts came. What will this world wide movement mean to Canada? Will there not be, in the future, thanks to the Girl Guides, thousands of girls and women better able to obey, better able to command, better able to think in an orderly manner, better versed in the art of living together, and serving not only King and Country as best they may,

but each other? No one could look on unmoved at such a display of the girlhood and childhood of Winnipeg, not

gathered together for vanity but for all the best that can be expressed by the word 'Service.'

Selected Articles

CORRUPTION OF ENGLISH

"It is sad to reflect that other people are able to recognize Australians by their speech." This lamentation we find in a speech by the Director of Education in New South Wales. He wishes to know why his countrymen cannot share with other parts of the Empire a common language pure and untainted by crudities of pronunciation. We do not know whether he will be comforted by the assurance that Australians are not the only people whose speech betrayeth them. Americans have ere now been detected by the attentive ear. A Scot seldom loses all his Caledonian vigor. An Irishman is apt to cherish a brogue. And it becomes us to recognize humbly that each of all these superior races find the English of Englishmen very defective. That there should not be some national peculiarity in Australian English would be a miracle. What is rather to be expected is the evolution of several State accents within a Commonwealth accent. So American comprises the New England nasality and the Southern slur and many dialects less familiar. Yorkshire does not talk Lancashire nor Cockneys Somerset. The Scots of Glasgow is an abomination in the ears of Edinburgh, and the brogues of Ireland are as numerous as her parties. But the Director of Education in New South Wales hears only one "distinctive Australian speech," and what he hears he dislikes. Its variations from standard pronunciation are harsh, unmusical, and unpleasant—nay, worse, some of them are Cockney. Your Cockney, Mr. Smith mercilessly records, says

"ketch" for "catch" and "sy" for "say," and "floy" for "fly," and so does the Australian. Why this corruption? Why cannot we have "a common language untainted by crudities of pronunciation?" Mr. Smith proposes to set his schools to work, and young Australia will be taught to speak with as much pains as to write and to spell.

A Londoner must feel a certain delicacy in discussing the question. It is not for us to decide whether the Australian accent is as like ours as Mr. Smith declares, or whether ours is as bad as he thinks. But our self-respect is deeply involved. We are not prepared to defend the corruption of the vowels in modern Cockney, or its slurring of consonants, or its curiously foreign inability to pronounce "th." It is not a musical patois, though our ears, partial to familiarity, do not find it the ugliest in the world. But the point we have to make is that these present peculiarities are quite new. The Cockney of a hundred years ago spoke a different dialect. Turn to a document of the time: "This here money, he's anxious to put somever's ver he knows it'll be safe, and I'm very anxious too." But a modern Sam Weller would say, "Vis 'ere money, 'e's enxious to put some'ere's w'er' 'e knows itll be sife, an' ah'm very enxious too." The corruptions of one generation pass away, and new corruptions are born. A local accent is not permanent, but in continual vicissitudes of alteration. Even without the efforts of the teachers in the New South Wales schools we should expect

young Australia to talk with a different tongue from its fathers and grand-fathers. This is not to deny the existence of an "accepted standard," or its value. The committee of eminent persons who advise the British Broadcasting Company on its difficulties in pronunciation issue decrees which we all read with reverence. The great Oxford Dictionary is accorded by common consent of educated men that infallible authority over English speech which Chesterfield proposed to accord to Johnson. The maintenance of this standard of pure English is of the first importance to the future of English-speaking nations at a time when in their rapid development they are multiplying local dialects.

The vitality of a language depends upon its purity and its individuality. The incomparable instrument of practical life and of thought which we have inherited in English would be destroyed if the future were to suffer its degeneration into a multitude of diverse distinctive ways of speech. But we are not to suppose that the standard will be a dead unalterable rule. It is already very far from true that the most careful precision "speaks the tongue which Shakespeare 'spake'." His vowels were not our vowels, and we may suspect that some of our consonants are not as much as his. People who were living into this century could remember when ladies and gentlemen of the old school said "goold" for "gold" and "cowcumber" for "cucumber," and "laylock" for "lilac." These now are vulgarisms or obsolete. It is not so very long

ago that everybody said "balcony" with a long "o." As for shifting of accent, the lifetime of people not yet decrepit has watched it going farther and farther back. Who shall assure us that the pronunciation of the actor who is confessed the Sir Johnston Forbes-Robertson of 2026 will be that which we delight in today? We would not go as far in scepticism as Dr. Johnson who, talking perhaps for victory, declared that there was no certainty in pronunciation. If a man "says he will fix it after the example of the best company, why, they differ among themselves. I remember an instance: when I published the plan for my Dictionary. Lord Chesterfield told me that the word 'great' should be pronounced so as to rhyme to 'state,' and Sir William Yonge sent me word that it should be pronounced so as to rhyme to 'seat,' and that none but an Irishman would pronounce it 'grait'." There is a modern book of reference of the first authority, in which the old difference about the pronunciation of "either" and "neither" is treated as still existing. People who pride themselves upon their speech may still be heard to call "mourn" "moorn," though it seems that the voice of the people has decided to "morn." So we see the very standard in process of evolution. But if it could not so change, if it were nothing but a rule in a dictionary, then the language would be doomed to die and disintegrate, though, like King Charles II., it might be an unconscionable long time dying.

—London Telegraph.

PATRIOTISM

Teaching must depend on definitions. What does the word "patriotism" mean to the teacher and to the public? Ultimately it certainly means to each nationality the idea that it is the distinguishing feature of that nationality. In an Empire such as the British Empire, made up of many

nationalities, no doubt there are many local national ideas, but there must be some ideal common to them all which underlies British nationality. What is it? If it can be stated in simple concrete terms there at once emerges a basis for the teaching of patriotism throughout the Empire, since patriot-



An ANTIDOTE

FOR

Classroom Boredom

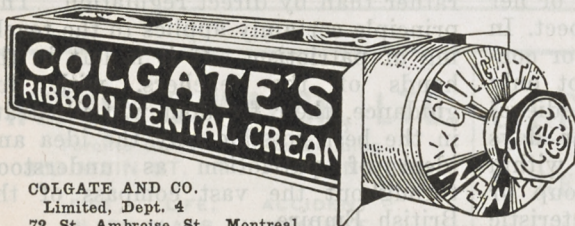
For spring days that spread a sleepy indifference over the pupils in every classroom, let us prescribe a few passages from "The Dental Lesson." In simple, graphic language, through engaging questions, by means of tooth-brush drills, "The Dental Lesson" turns duty into play, Dental Hygiene into recreation.

This book is free to you. Just fill in and send us the coupon below.

After the book arrives, you will receive a small tube of Ribbon Dental Cream. Use this at home. See how

thoroughly Colgate's CLEANS. Or if you are already a regular user, offer the tube as an award to the pupil whose teeth are cleanest after a certain time.

Colgate's is based on the principle that CLEANNESSE — not drugs — removes the cause of tooth decay. It reaches out-of-the-way teeth and small crevices where bits of food are apt to cling. It brings not only cleanness but the sparkle and feel of cleanness. So dentists recommend Colgate's as the right dentifrice to help you teach children the habit of daily brushing.



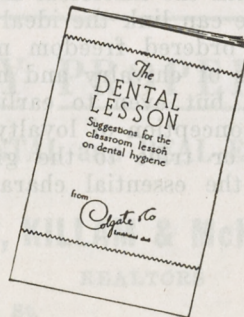
COLGATE AND CO.
Limited, Dept. 4
72 St. Ambrose St., Montreal

Please send me "The Dental Lesson" and a small tube of Ribbon Dental Cream FREE.

My name

My school address

My home address



Send the
Coupon

Receive
the book.

ism in practice is loyalty to that ideal and to the concrete institutions that enshrine that ideal. The ideal for which the Empire stands is what may be called qualified or ordered freedom for every one within the Empire, quite independent of race, religion, colour, language, class, or sex; freedom for each individual limited only by the rule that this freedom must not interfere with the similar freedom of any other individual. This is the ideal which has been built up through many centuries in the British Isles and has been carried from these islands throughout the Empire. It is the ideal for which millions have lived and died. It is the essence of the Common Law of England, and it receives its concrete illustration in our constitutional institutions, in our system of central and local government, in fealty and loyalty to the King-Emperor as the personal representative of a system which enshrines that ideal, and in respect for the Flag which symbolizes the ideal, the system, and the person of the King. If patriotism is taught from this point of view, as a revelation of an Imperial ideal which represents democracy at its highest, children will be immune from "disloyal and revolutionary propaganda," since no revolution could give the people any better principle on which to build their national and personal life.

The aspect of national life that is contained in the word "patriotism" is obviously associated with the teaching of both central and local history, and each teacher should link up his or her teaching with the historical aspect. In England we can link the ideal or conception of ordered freedom not only to the days of chivalry and medieval feudal life, but even to earlier days when the conception of loyalty within the group or tribe to the group or tribe was the essential characteristic

of safety and order. This conception can be seen on the one hand in the emergence of boroughs and cities throughout the land, and on the other in the upgrowth of a Parliamentary and constitutional system in which the local entities were represented. We can see this conception carried overseas and the building up of a still greater entity in which the same principle is illustrated until at last the student sees the British Empire as a vast entity of inter-linked commonwealths depending for their strength on the internal play of what has come to seem almost a law of nature, the principle of ordered freedom operating within each entity and between all the entities, small and great, that go to make up the whole entity of the Empire. Such a doctrine as this, statelike and yet simple, can no doubt be illustrated by ceremonial such as the saluting of the Imperial Flag, but it certainly cannot be enforced by minutes of the Board of Education or by administrative orders, any more than real religious teaching can be enforced by such methods. Ideals cannot be enforced, but they can be suggested. Lord Eustace Percy declared to the deputation from the Royal Society of St. George that it had always been one of the principles of educational administration in this country that as little as possible should be laid down by the Central Department, that the Department in matters of teaching and curriculum should act by advice and by suggestion, by the issue of handbooks rather than by direct regulation. This principle certainly applies to the teaching of patriotism. If it is left in the hands of the teachers, with due guidance, their freedom will illustrate in the best possible way the idea and ideal of patriotism as understood throughout the vast compass of the British Empire.

A Necessary Item in Your Travel Equipment

Each year a large number of the teachers making the trip to Europe have used the Travellers' Cheques issued by The Canadian Bank of Commerce, and the many expressions of satisfaction since received have been very gratifying.

Should your holiday plans include a trip this year, whether to Europe, the United States, or through any part of Canada, you will find that these cheques will provide a safe and convenient means of carrying your funds. They are payable only to the order of the purchaser; can be cashed promptly in small amounts for immediate requirements, and take up little space in the pocket.

The cheques may be obtained at any of the Bank's branches, where further details concerning their use will be gladly given by the Manager.

THE CANADIAN BANK OF COMMERCE

Main Office: Winnipeg
391 MAIN STREET

C. G. K. NOURSE, Manager
G. A. TAYLOR, Asst. Manager

Builders of Character and Culture

The Teacher's Best Work Is Well Carried On At

BRANDON COLLEGE

Residence Facilities for Young Men and Women at Moderate Cost

Courses in

Arts (B.A. and M.A. Degrees); Music; Expression; Academy (Dalton System)

Information gladly furnished to Teachers or Pupils

Write to C. F. Richards, B.Sc., B.D., Registrar, Brandon College, Brandon, Man.

Education Crowned by Reverence.

BRYDGES & WAUGH, LTD.

Toronto General Trusts Building
363 MAIN ST. : WINNIPEG

FIRE, LIFE, ACCIDENT
PLATE GLASS, AUTOMOBILE

INSURANCE

FIDELITY BONDS

RENTAL AGENTS

REAL ESTATE

PHONES: A6815-6-7

CITY PROPERTIES

RENTAL and REAL ESTATE

ALLAN, KILLAM & McKAY, LTD.

REALTORS

364 Main St.

Est. 1893

Winnipeg

LOW FARE

SUMMER TOURS

For Vacation Travel

**IN EFFECT
MAY 15th**



Canadian Pacific Rockies

Beautiful Banff :: Lovely Lake Louise
Emerald Lake :: Nine Bungalow Camps

Pacific Coast

Vancouver Victoria Seattle Portland
Tacoma San Francisco Los Angeles

Alaska

The Picturesque Land of Romance.
"Princess" Steamships sail from
Vancouver :: Victoria.

Eastern Canada -- Great Lakes

A choice of routes via all rail or
Lake and Rail.

Overseas Tours

Interesting and Educational Tours to
Great Britain and the Continent.

Three Trains Daily — Unexcelled Service

TRANS-CANADA LTD. THE TORONTO-VANCOUVER EXP. THE IMPERIAL

Call or Write for Full Information

G. D. BROPHY
District Passenger Agent
Calgary, Alta.

J. W. DAWSON
District Passenger Agent
Regina, Sask.

C. B. ANDREWS
District Passenger Agent
Winnipeg, Man.

Kindly mention the Western School Journal when writing to Advertisers

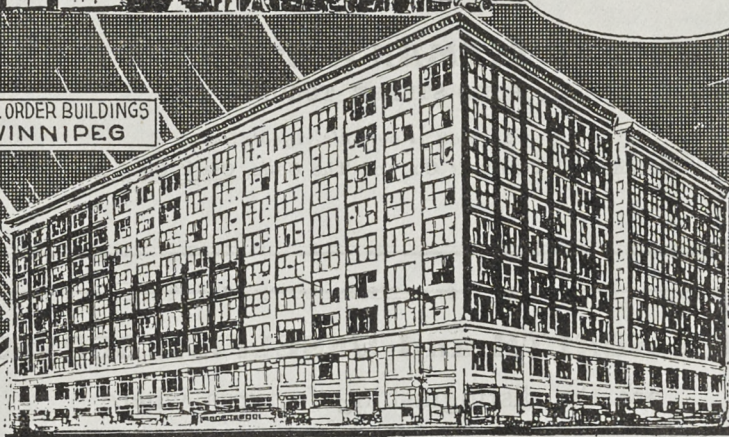
MAIL ORDER BUILDINGS
SASKATOON



MAIL ORDER BUILDINGS
REGINA



MAIL ORDER BUILDINGS
WINNIPEG



EATON SERVICE *in* WESTERN CANADA

A SERVICE THAT HAS STOOD THE TEST OF TIME

THE twenty-odd years of EATON'S sojourn in Western Canada have seen a steady broadening of the service extended to our customers, until today the West is served by our two huge Mail Order Buildings at Winnipeg, together with Mail Order Buildings at Regina and Saskatoon for the quicker despatch of the heavier lines of merchandise to the more Westerly territories.

For those who live in or near Calgary, Edmonton, Moose Jaw, Lethbridge and Brandon, as well as Regina and Saskatoon, our Groceries are stocked with extensive selections of fresh and attractive groceries.

The immense organization which has developed during this time is the result of the consistent and conservative growth of a business built on these guiding principles, from which we have never swerved: Selling for cash, no misrepresentation, one price to all, and all transactions backed by the EATON Guarantee of "Goods Satisfactory or Money Refunded, Including Shipping Charges."

The EATON General Catalogue, just issued, is filled from cover to cover with merchandise selected to meet the needs of the people of Western Canada. Our prices represent a very moderate marking above costs—costs which are as low as huge quantity buying for cash can make them. Use the EATON Catalogue as a price guide in your purchasing, buy from it and be assured that you are saving money.

Our Catalogue is
sent free on
request.

THE **T. EATON** CO.
WINNIPEG LIMITED
CANADA

It will pay you to
shop the
EATON way.

Kindly mention the Western School Journal when writing to Advertisers

What Business Men Say---

No. 2—

*From the Secretary of a large
firm of quarry owners.*

"Ever since the formation of this company, it has been a rule in making appointments to the office staff that applicants must have, or must be willing to acquire, a knowledge of Pitman Shorthand.
No other System has been Regarded as a Satisfactory Substitute."

BUSINESS MEN KNOW

SIR ISAAC PITMAN & SONS, LIMITED

70 BOND STREET, TORONTO 2

Canadian Wholesale Agents:

Commercial Textbook Co. and The Copp, Clark Co. Ltd.

GOOD HEALTH and UNSELFISH SERVICE

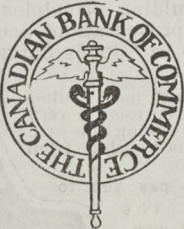
are the distinguishing features where

The Junior Red Cross

is a LIVING PART of the

SCHOOL PROGRAMME

Apply to the Superintendent, 187 Kennedy Street, Winnipeg



To Those Who Travel -

WE offer Travellers' Cheques payable in any part of the civilized world.

THEY provide the safest and most modern way of carrying travelling funds, and are obtainable at any of our branches.

The Canadian Bank of Commerce

A-C
co.

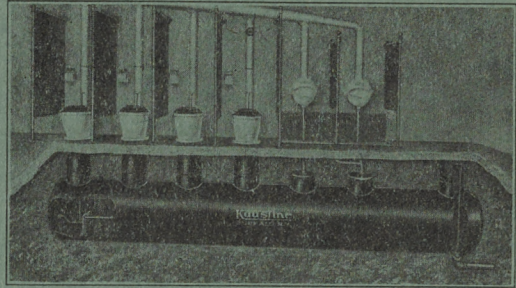
ANDERSON-CURRIE COMPANY

A-C
co.

Kaustine Products

SANITARY TOILETS
SEPTIC TANKS
COMBINATION
HEATER and
VENTILATOR
CHEMICAL (for Toilets)

"ACE"



"ACE"



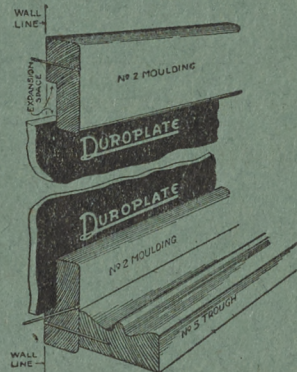
SCHOOL DESKS

"The Oliver"
GUARANTEED DESKS

BLACKBOARDS

ROWLES' ENDURAROC
PERMAROC
DURAPLATE

"ACE"



Write us for Prices on Anything You Require.

MAKE THIS YOUR CO-OPERATIVE COMPANY

"ACE"—Anderson-Currie Equipment—"ACE"

NOTE: The address of the winner of the Second Prize in the A-C Co. High School writing contest should have been Alice Eleanor Harlton, Bidford School, Regent, Man.

ANDERSON-CURRIE COMPANY

The New School Equipment and Supply House

JOHN E. CURRIE, Mgr.

DR. J. T. M. ANDERSON, Mgr.

7 Imperial Bank
WINNIPEG, MAN.

SASKATOON
Saskatchewan

A-C
co.

A-C
co.

Kindly mention the Western School Journal when writing to Advertisers

NOW Is The Time To Order Equipment

FOR SEPTEMBER DELIVERY

Urge your Board to approve all purchases before you leave for Summer Vacation. Mail the order to us so that we can be sure that everything will be delivered in ample time.

Johnston's Maps-Globes-Charts Miscellaneous Supplies
Bradley's Primary and Art Materials
Art Pictures and Pottery Models
Natural Slate and "Asbestoslate" Blackboards
Blackboard Accessories "Preston" School Desks

THE **GEO. M. HENDRY CO. LTD.**

EDUCATIONAL SUPPLIES

129 ADELAIDE STREET, WEST

TORONTO 2



When purchasing
SCHOOL DESKS
be sure to specify
"PRESTON"

The constant hard usage of the School-room demands Desks of proved worth—durable and rigid in construction, simple in operation, and backed by makers of known reliability. All these qualities are embodied in "PRESTON" seating.

They will last a lifetime and cost next to nothing for maintenance.

MANUFACTURED BY

The Canadian Office & School Furniture Co., Ltd. - Preston, Ont.

Representatives for Alberta and Saskatchewan:—Western School Supply Company, Regina, Sask.

Representatives for Manitoba:—Christie School Supply, Limited, Brandon, Man.

Kindly mention the Western School Journal when writing to Advertisers